Regular Clinical Faculty Track Proposal

College of Education and Human Ecology

7/11/2012, Revised 4/23/2012
Proposal to Council on Academic Affairs to Establish a Regular Clinical Faculty Track in the College of Education and Human Ecology July, 2011, Revised April, 2012

Outline of Proposal

1) Background Information about the College .......................................................... p. 1
   a) Units in the College
   b) Degrees Offered
   c) College Mission Statement

2) Rationale for Establishing a Regular Clinical Faculty Track ................................. p. 2

3) Terms and Conditions of the Appointment ......................................................... p. 3
   a) Type and Term of Appointment
   b) Criteria for Appointment, Reappointment and Non-reappointment, and Promotion of Clinical Faculty
   c) Periodic Review of the Clinical Faculty Track
   d) Transfer of Clinical Track Faculty

4) Activities and Responsibilities of Clinical Track Faculty ....................................... p. 7
   a) Teaching and Supervision of Practicum Experiences
   b) Advisory and Service in the Unit
   c) Role in Unit Governance

5) Differentiation of Responsibilities of Clinical Track Faculty .................................. p. 8

6) Evaluation and Oversight of Clinical Track Faculty ............................................... p. 8
   a) Annual Evaluation
1. **Background Information about the College**

   a) **Units in the College**: Currently, the College of Education and Human Ecology is comprised of six academic units, including the:
      i. Department of Consumer Sciences,
      ii. Department of Human Development and Family Science,
      iii. Department of Human Nutrition,
      iv. School of Educational Policy and Leadership,
      v. School of Physical Activity and Educational Services,
      vi. School of Teaching and Learning.

      (Please see Appendix C for information relating to College restructuring)

   b) **Degrees Offered**: Currently the following degrees are offered within the College of Education and Human Ecology:
      i. Doctor of Philosophy (Ph.D.)
      ii. Doctor of Education (Ed.D.)
      iii. Master of Arts (M.A.)
      iv. Master of Sciences (M.S.)
      v. Education Specialist Degree – School Psychology (Ed.S.)
      vi. Education Specialist Degree – School of Teaching and Learning (Ed.S.)
      vii. Master of Education (M.Ed.)
      viii. Bachelor of Science (B.S.)

      In addition, the College provides the Certificate of Specialist in Educational Administration.

   c) **College Mission Statement**: The mission of the College of Education and Human Ecology is to develop a tradition of excellence in promoting outstanding teaching, research, and service that significantly and positively affects individuals, families, schools, and consumers within our global communities. The mission simultaneously embraces the land-grant mission of The Ohio State University as expressed in its Academic, Diversity, and Outreach plans.

      i. Our vision is to lead institutional efforts to extend and improve lifelong learning and lifespan development toward improved quality of life across our diverse society. We aspire to be a center of excellence in research and scholarly programs focusing on the complex issues affecting individuals, families, schools and consumers in our global society.

      The college derives its mission and vision from a set of nine official core values. These nine core values are:
      i. Research
      ii. Educating Professionals
iii. Diversity and Equity
iv. Collaboration
v. Professional Development
vi. Policy Formulation
vii. Technology
viii. Land-Grant Mission
ix. Integrity and Civility

2. Rationale for Establishing a Regular Clinical Faculty Track

The Faculty in the College of Education and Human Ecology requests approval of a regular clinical faculty track within the College. As stated in University Faculty Rule 3335-7-01, “Regular clinical track faculty appointments are fixed term contract appointments that do not entail tenure. Regular clinical track faculty are teacher/practitioners and shall be engaged primarily in teaching activities related to: a) courses or instructional situations involving live patients or live clients, b) courses or instructional situations involving the simulation of live patients or live clients, or c) courses or instructional situations involving professional skills.”

The College of Education and Human Ecology offers multiple programs that are intended to prepare students to engage in professional practice within their field of study. The Bachelor of Science in Education, Master of Science, Master of Education, Education Specialists, and the Doctor of Education (pending approval) programs combine theoretical and applied coursework to prepare students for professional credentials to work in school and community contexts. As a professional college at The Ohio State University, much of our work is in collaboration with highly-qualified experts in our respective fields. Specifically, we work closely with professionals in areas related to consumer sciences, nutrition, early childhood agencies, and schools. Strong partnerships with our colleagues in these community and school contexts are essential to provide practical, applied experiences for our students. Our expert colleagues are able to provide experiential opportunities for students to apply their knowledge in authentic sites, including high-poverty urban areas where the needs are greatest. Applied knowledge from expert practitioners, as well as opportunities for our students to work in authentic settings, would give our students an important advantage when seeking career positions in their area of study.

Currently, teaching for the clinical components is primarily covered by professionals who have a thorough knowledge of school and community contexts and effective practices within these sites, but do not engage in research activity and would not be qualified to seek a tenure-track faculty position. These individuals are typically hired as program coordinators, term-appointed lecturers, or as Administrative and Professional (A&P) staff members. Though this status has provided some support to our programs, the clinical faculty title would allow us to attract highly-qualified individuals into a long-term career track and offer more stability and consistency to meet our ongoing program needs. Providing a clinical faculty option to the College of Education and Human Ecology
would align our faculty options with our peer institutions in the Commission on Institutional Cooperation (CIC).

3. **Terms and Conditions of the Clinical Faculty Appointment**

   **a) Type and Term of Appointment:**

   The percentage of clinical faculty for the College of Education and Human Ecology would not exceed the 20% limit (University Rule 3335-7-03). Though we will require a College-wide vote for our current proposal, it is important to note that departments and schools in the College of Education and Human Ecology will not be required to make Clinical faculty appointments, and it is possible that some units may not wish to do so. Currently, five of our six units have submitted potential courses to be included in this document; Human Development and Family Science is the only unit where faculty chose not to submit a list of courses for inclusion in this proposal.

   Clinical track faculty can be appointed at the Assistant, Associate, or Full Professor level. As specified by Faculty Rule 3335-7-05, Clinical Associate Professors or Clinical Professors will require the approval of the Office of Academic Affairs. Regular clinical track faculty appointments are fixed term contract appointments that do not entail tenure.

   Clinical faculty members will be appointed for an initial term of three years on a probationary basis, as specified by University Rule 3335-7-07. The clinical faculty member shall be notified at the end of each year of the probationary period whether he/she will be reappointed for the following year. By the end of the second-to-last year of the contract, the clinical faculty member shall be notified whether a new contract will be offered. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

   After the completion of the probationary three-year contract, the clinical faculty member may be reappointed for an additional three, four, or five years, at the discretion of the Dean. These extended appointments are not probationary, and the individual may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code).

   **b) Criteria for Appointment, Reappointment and Non-reappointment, and Promotion of Clinical Faculty**

   Per rule 3335-7-06, procedures for appointment of regular clinical faculty shall be established by the college, school, or department making such appointments and shall be set forth in that unit's appointments, promotion and tenure document. Appointments at the rank of associate professor or professor require prior approval of
the Office of Academic Affairs.

Per the Pattern of Administration for the College of Education and Human Ecology (9-7-2007, p. 4), search procedures must entail substantial faculty involvement and be consistent with University policies as set forth in Guide to Effective Searches.

All regular faculty searches must entail a vigorous national search in addition to the internal posting. OAA will, on rare occasion, waive the requirement for a national search for regular faculty, but the unit and college must be able to convincingly demonstrate why doing so is in the best interests of the unit and university. OAA approval is required to waive a national search for a Regular Tenure Track (RTT) position. College approval is required to waive a national search for a Regular Clinical Track (RCT) or RRT position. (OAA Policies and Procedures Handbook, 2010, p. 63)

Per the OAA Policies and Procedures Handbook (2010), for an appointment to a clinical faculty role, “OAA requires a national search to ensure a diverse pool of highly qualified candidates. Requests for exceptions to this policy must be approved by the college.” (p. 29)

Clinical faculty appointments at senior rank require prior approval by the college dean and OAA. (OAA Policies and Procedures Handbook (2010, p. 29).

Clinical faculty may hold a variety of graduate degrees, but minimally would be expected to hold a Masters degree or appropriate credentials demonstrating expertise in their relevant area of study, and would have a minimum of five years experience in the workplace. For practitioners in the school, community, or corporate context, advanced degrees required for clinical practice may include the M.Ed., M.A., M.S., M.B.A., Ed.D., or the Ph.D., and would be appropriately aligned with the duties performed within the role of clinical faculty. Examples of appropriate credentials demonstrating expertise may include Certified Financial Planner (CFP), Registered Dietitian (RD), or Licensed Professional Clinical Counselor (LPCC).

Regular clinical faculty serve under fixed term contracts and are not eligible for tenure. The titles of regular clinical faculty in the College of Education and Human Ecology include: Assistant, Associate, and Professor of Professional/Clinical Practice. Individuals hired as a regular clinical faculty are primarily focused on teaching and service/professional activities. The criteria for appointment of clinical track faculty are similar to those for regular tenure track faculty (faculty rule 3335-7-05), but will emphasize service and teaching. In general, candidates should be held to a very high standard of excellence in the areas central to their responsibilities. Core responsibilities for clinical faculty in the College of Education and Human Ecology
will include teaching and service at the Assistant, Associate, and Full Professor levels of appointment.

**Regular Clinical Assistant Professor**

A Master’s degree and/or appropriate credentials demonstrating relevant expertise in the field of study, and extensive experience in the workplace are minimum requirements for the rank of Clinical Assistant Professor. Evidence of potential for high quality teaching and high quality service to the profession is highly desirable. Appointment to the rank of Clinical Assistant Professor is for an initial term of three years. By the end of the second to final year of the contract a review must take place and a decision made on a second appointment term.

Criteria for appointment as a Regular Clinical Assistant Professor:

- A Master’s degree and/or appropriate credentials demonstrating expertise in the field of study.
- Evidence of current clinical experience appropriate to the teaching and service role expected within the unit of hire (minimum of five years).
- Evidence of current knowledge of research impacting practice with the field of study.

**Regular Clinical Associate Professor**

The awarding of the rank of Regular Clinical Associate Professor must be based on convincing evidence that the clinical faculty member has achieved excellence as a teacher, and as one who provides effective service; and can be expected to continue a program of high quality teaching and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university. (Modified from Faculty Rule 3335-6-02(C)

Criteria for appointment as, or promotion to, a Regular Clinical Associate Professor:

- An earned Master’s degree in relevant field of study
- Current professional credentials demonstrating expertise in the field of study (if appropriate).
- Evidence of current knowledge of research impacting practice with the field of study.
- Evidence of ongoing engagement with practitioners in relevant context.
- Evidence of sustained high-quality teaching.
- Evidence of high-quality and impactful service both within and outside of the university.
Regular Clinical Full Professor

The awarding of the rank of Regular Clinical Full Professor must be based on convincing evidence that the clinical faculty member has a sustained record of excellence in teaching and has demonstrated leadership in service at the local and national level (Modified from Faculty Rule 335-6-02(C)).

Criteria for appointment as, or promotion to, a Regular Clinical Full Professor:

- An earned Doctoral degree in relevant field of study.
- Current professional credentials demonstrating expertise in the field of study (if appropriate).
- Evidence of current knowledge of research impacting practice with the field of study.
- Evidence of ongoing engagement with practitioners in relevant context.
- Evidence of sustained high-quality teaching.
- Evidence of high-quality and impactful service both within and outside of the university.
- Evidence of high-quality and impactful service at a local, state, or national level.

c) **Periodic Review of the Clinical Faculty Track:** At five-year intervals, the College of Education and Human Ecology will evaluate the impact, both positive and negative, of the clinical faculty track. Both objective data (numbers and percentages of Clinical and tenure-track faculty in each unit) and perceptual data (questionnaires and/or unit discussions) regarding the perceived benefits and costs of having clinical faculty will be obtained. Input will be sought from chairs/directors, faculty, graduate and undergraduate students, and our community partners. If the input from such an evaluation suggests an overall negative impact, the College may choose not to make further clinical faculty appointments. Also, per the OSU Academic Organization and Curriculum Handbook, reports will be submitted to CAA annually.

d) **Transfer to Clinical Faculty Role**

Per Faculty Rule, 3335-7-09, a college, school, or department may provide for the possibility of transfers from the tenure faculty track to the regular clinical faculty track if appropriate to its circumstances. The College of Education and Human Ecology may permit a tenure-track faculty member to transfer to a clinical faculty position with a 2/3 vote from all tenure-track faculty in the relevant unit. A unit that permits transfers must abide by the following:

(A) The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed;

(B) When a tenured faculty member transfers to the regular clinical faculty track, tenure is lost; and
(C) All transfers must be approved by the school director or department chair, the college dean, and the executive vice president and provost.

Per Faculty Rule 3335-7-10, transfers from the regular clinical track faculty track to the tenure-track are not permitted. Regular clinical track faculty may apply for tenure-track positions and compete in regular national searches for such positions.

4. Activities and Responsibilities of Clinical Track Faculty

Activities and responsibilities of clinical track faculty include three primary areas: supervision of practicum experiences and teaching, advising and service in the unit, and voting privileges in unit governance. These three areas will be discussed separately.

a) Teaching and Supervision of Practicum Experiences: The primary responsibilities for clinical faculty are expected to be in the area of teaching and supervision; their teaching load would be a minimum of 80% of their overall clinical faculty workload. Courses taught by clinical faculty are anticipated to be practitioner-oriented courses, where the theory and practice are applied in a clinical setting. In addition, there is a need for highly-qualified faculty to serve as supervisors for clinical experiences across the units in the College of Education and Human Ecology, and it is anticipated that the clinical faculty would serve a useful role in this capacity. Syllabi from sample courses currently taught in five of six units potentially taught by a clinical faculty member can be found in Appendix B.

b) Advising and Service in the Unit: A secondary area of responsibility for clinical faculty is service on department, school, and college committees. The nature of this service is likely to differ from unit to unit with the College, as there are varying needs across disciplines. In some units, it is anticipated that a clinical faculty member might supervise undergraduate research; in other units they might be recommended to apply for Graduate Faculty status in the Graduate School. As stated in section XV, 15.1 of the Graduate School Handbook, regular clinical faculty (appointments at 50 percent time or more) are eligible for appointment as Category M graduate faculty. The qualifications and rights and responsibilities of Category M graduate faculty, as noted in Section XV, 15.4 of the Graduate School Handbook, are as follows:

Minimum Category M Qualifications. The faculty member

1. holds a regular, tenure-track, or regular clinical faculty appointment
2. holds a master’s degree or higher, or equivalent

Rights and Responsibilities of Graduate Faculty. The faculty member

1. acts as the advisor for master’s students
2. participates in the governance of graduate education at all levels within the university
3. serves on doctoral examination committees at the discretion of the graduate studies committee.

Approval to advise and supervise graduate students must be obtained from the graduate school as set forth in rule 3335-5-29 and detailed in the Graduate School Handbook.

c) **Role in Unit Governance:** As indicated by rule 3335-7-01, clinical faculty would not have a voice or a vote on the unit Promotion and Tenure Committee, and would not have a vote on appointments of tenure track faculty. As specified in individual unit Pattern of Administration documents, clinical faculty may be permitted to vote on other matters, including appointment of additional clinical faculty, and where appropriate, on the promotion and retention of clinical faculty. Clinical faculty would not be appointed to the College Promotion and Tenure Committee. However, clinical faculty could be appointed to other College-level committees as appropriate.

5. **Differentiation of Responsibilities of Regular Clinical Faculty from those of Regular Tenure-Track Faculty**

Clinical faculty would not teach courses that address theory only, but would be able to teach courses that are translational. That is, courses taught by clinical faculty would only include those that apply theory to field based practice within the “real world” settings. Second, the primary responsibilities for clinical faculty are expected to be in the area of supervision and teaching; their teaching load would be a minimum of 80% of their overall clinical faculty workload. Third, there would be no requirement that clinical faculty perform research in order to achieve Assistant, Associate, and Full Professor status. Fourth, clinical faculty are eligible for “M” status in the graduate school, and as such can advise master’s theses and serve on dissertation committees; dissertation committees can be chaired only by tenure track faculty with “P” status. Finally, as specified above, clinical faculty members would not have a voice or vote on appointments, promotions, tenure, or investigations of regular tenure-track faculty.

6. **Evaluation and Oversight of Clinical Track Faculty**

A. **Annual Evaluations:** Annual renewal of a regular clinical faculty member requires the approval of both the TIU head and the College Dean who makes the final decision. Oversight of the activities of clinical faculty will be performed by the Department Chair or School Director. Annual evaluations of clinical faculty will also be performed by the appropriate Department Chair or School Director. These evaluations will take place at the same time as those for regular tenure-track faculty. The evaluation will be communicated in writing to the clinical faculty member, together with an invitation to discuss the evaluation in person if the clinical faculty member desires. An in-person meeting may also be initiated by the Chair or Director, at his/her discretion.

A recommendation to non-renew a probationary regular clinical faculty member's annual contract requires the approval of both the TIU head and the College Dean. Before
reaching a negative decision or a decision contrary to the tenure initiating unit’s recommendation, the Dean must consult with the unit promotion and tenure committee.

B. **Criteria for Evaluation:** Evaluation of clinical faculty shall be based on the quality of performance in 1) oversight of practicum experiences; 2) classroom teaching; and 3) advising and service to the unit, university, and/or community; and 4) knowledge of research impacting practice with the field of study.

Contract renewal of a regular clinical faculty member requires a review and recommendation from the Unit promotion and Tenure Committee, and the approval of both the TIU head and the College Dean who makes the final decision. A recommendation to terminate a clinical faculty member’s contract requires the concurrence of both the TIU head and the College Dean. Before reaching a negative decision or a decision contrary to the tenure initiating unit’s recommendation, the Dean must consult with the college promotion and tenure committee.

More specific criteria for clinical faculty appointment and promotion can be found in section 3b: Criteria for Appointment, Reappointment and Non-reappointment, and Promotion of Clinical Faculty.

7. **Modifications to the Pattern of Administration Documents**

Please refer to the modified Pattern of Administration document in Appendix A for specific changes highlighted in red (italics):

- p. 6 Add a Regular Clinical Faculty component to the Criteria and Procedures for Faculty Appointment section.
- p. 8 Add language defining voting privileges for clinical faculty to the Responsibilities for Faculty Appointments.
- p. 18 Added language specifying workload expectations for clinical faculty in the section: Faculty Teaching Workload Policy and Guidelines.
- p. 19 Added language clarifying voting privileges for clinical faculty in the Promotion and Tenure Procedures section.

8. **Process for Proposal Development and Consultation among Faculty**

Per request of the College Council, an ad hoc committee was formed in Autumn 2009 to explore the potential of a regular clinical faculty position in the College of Education and Human Ecology. Committee members included: Jackie Buell, Janet Buckworth, Josh Hawley, Jim Pinchack, Barbara Seidl, and Sandra Stroot as the ex officio member representing the Dean’s office. The committee met six times during the 2009-2010 academic year to discuss the potential of a clinical faculty role, explore other clinical faculty proposals, explore use of clinical faculty in our peer institutions, and ultimately to write a draft clinical faculty proposal for consideration. Meeting times were as follows:
• October 16, 2009  Committee Meeting
• November 19, 2009  Committee Meeting
• February 5, 2010  College Council Meeting
• February 12, 2010  Committee Meeting
• March 3, 2010  Committee Meeting
• March 5, 2010  College Council Meeting

A draft proposal was presented to the College Council during the February 5, 2010 meeting and the March 5, 2010 meeting. Faculty decided to postpone the discussion of clinical faculty until after decisions were made about the proposed faculty workload document. The faculty workload document was approved in May, 2010, and the clinical faculty discussion resumed in autumn 2010. By this time the College Council had changed the bylaws to include a Personnel Committee as a subcommittee within College Council. The former clinical faculty committee merged with the newly formed College Personnel Committee to resume the discussion. The committee now included the following members: Jackie Buell, Janet Buckworth, Paul Granello, Josh Hawley, Jim Pinchack, Barbara Seidl, Kay Stafford, and David Stein. Sandra Strooot remained the ex officio member representing the Dean’s staff. Meeting times were as follows:

• October 3, 2010  College Council Meeting
• October 22, 2010  Committee Meeting
• November 5, 2010  College Council Meeting
• November 9, 2010  Committee Meeting
• November 29, 2010  Committee Meeting
• December 3, 2010  College Council Meeting
• January 7, 2011  College Council Meeting
• February 4, 2011  College Council Meeting

The committee presented a new draft for discussion to the College Council on December 3, 2010. Feedback was incorporated and resubmitted on January 7 for discussion. At this time, Directors and Chairs were asked to discuss the clinical faculty document at their subsequent faculty meeting. Feedback was again solicited at the February 4th College Council meeting, suggestions incorporated, and the newest version was available electronically for faculty to view and provide feedback one more time. Jerry D’Agostino, the College Council Chair, then put the document forward for a full faculty vote on February 21, giving faculty ten days to review the document and extend their vote. Two reminder email messages were sent to faculty to cast their ballot. The results were reported at the March 4, 2011, College Council meeting, and are as follows:

176  Eligible faculty
116  Voted
88  Yes
28  No
0  Abstained
76%  Voting Faculty Approved
9. Summary and Conclusions

The College of Education and Human Ecology is one of the largest professional colleges at The Ohio State University. As such, the College would greatly benefit from the expertise of working practitioners in our respective areas of study. Clinical faculty would utilize the practitioner’s knowledge that brings theory to life by showing real-world examples of how theory guides practice, and how practice shapes theory. The practitioners’ knowledge of the field would better enable us to identify high-quality, authentic sites for clinical experiences for students. Clinical sites would enhance opportunities for translational research, thus providing the context for us to take unique discoveries and promising practices to our schools and communities, thus benefitting families and children in Ohio, and across the nation. We are a professional college, and we need to engage with professionals in our field to enhance experiences of our students, and to provide opportunities for us give back to our community in a true land-grant fashion. The Regular Clinical faculty title would provide an attractive career path to recruit and retain highly qualified professionals, thus bringing strong practical knowledge and experience to benefit our students on a consistent basis.
Appendix A
July 20, 2011

W. Randy Smith, Vice Provost of Academic Programs
Office of Academic Affairs
203 Bricker Hall
Campus

Dear Randy:

I am submitting to the Council on Academic Affairs, the proposal to establish regular clinical track faculty within the College of Education and Human Ecology. Current faculty, as well as the chairs and directors of the College support this proposal, and I too, wholeheartedly support this opportunity.

Within this proposal, you will find a course list and sample courses potentially taught by clinical faculty from five of our six units in the College. At this time, the Department of Human Development and Family Science did not provide courses for inclusion in this document.

The following process was used for developing and considering the clinical faculty option within the College. Per request of the College Council, an ad hoc committee was formed in Autumn, 2009 to explore the potential of a regular clinical faculty position in the College of Education and Human Ecology. Committee members included: Jackie Buell, Janet Buckworth, Josh Hawley, Jim Pinchack, Barbara Seidl, and Sandra Stroot as the ex officio member representing the Dean’s office. The committee met six times during the 2009-2010 academic year to discuss the potential of a clinical faculty role, explore other clinical faculty proposals, explore use of clinical faculty in our peer institutions, and ultimately to write a draft clinical faculty proposal for consideration. Meeting times were as follows:

- October 16, 2009  Committee Meeting
- November 19, 2009  Committee Meeting
- February 5, 2010  College Council Meeting
- February 12, 2010  Committee Meeting
- March 3, 2010  Committee Meeting
- March 5, 2010  College Council Meeting

A draft proposal was presented to the College Council during the February 5, 2010 meeting and the March 5, 2010 meeting. Faculty decided to postpone the discussion of clinical faculty until after decisions were made about the proposed faculty workload document. The faculty workload document was approved in May, 2010, and the clinical faculty discussion resumed in autumn, 2010. By this time the College Council had changed the bylaws to include a Personnel Committee as a subcommittee within College Council. The
former clinical faculty committee merged with the newly formed College Personnel Committee to resume the discussion. The committee now included the following members: Jackie Buell, Janet Buckworth, Paul Granello, Josh Hawley, Jim Pinchack, Barbara Seidl, Kay Stafford, and David Stein. Sandra Stroot remained the ex officio member representing the Dean’s staff. Meeting times were as follows:

- October 3, 2010    College Council Meeting
- October 22, 2010   Committee Meeting
- November 5, 2010   College Council Meeting
- November 9, 2010   Committee Meeting
- November 29, 2010  Committee Meeting
- December 3, 2010   College Council Meeting
- January 7, 2011    College Council Meeting
- February 4, 2011   College Council Meeting

The committee presented a new draft for discussion to the College Council December 3, 2010. Feedback was incorporated, and resubmitted on January 7th for discussion. At this time, Directors and Chairs were asked to discuss the clinical faculty document at their subsequent faculty meeting. Feedback was again solicited at the February 4th College Council meeting, suggestions incorporated, and the newest version was available electronically for faculty to view and provide feedback one more time. Jerry D’Agostino, the College Council Chair then put the document forward for a full faculty vote on February 21, giving faculty ten days to review the document and extend their vote. Two reminder email messages were sent to faculty to cast their ballot. The results were reported at the March 4, 2011 College Council meeting, and are as follows:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>176</td>
<td>Eligible faculty</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>Voted</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Abstained</td>
<td></td>
</tr>
<tr>
<td>76%</td>
<td>Voting Faculty Approved</td>
<td></td>
</tr>
</tbody>
</table>

As a professional college at The Ohio State University, much of our work is in collaboration with our highly-qualified, experts in our respective fields. Specifically, we work closely with professionals in areas related to consumer sciences, nutrition, early childhood and community agencies, and schools. Strong partnerships with our colleagues in these community and school contexts are essential to provide practical, applied experiences for our students. Our expert colleagues are able to provide experiential opportunities for students to apply their knowledge in authentic sites, including high-poverty, urban areas where the needs are greatest. Applied knowledge from expert practitioners, as well as opportunities for our students to work in authentic settings, would give our students an important advantage when seeking career positions in their area of study.
Currently, teaching for the clinical components is primarily covered by professionals who have a thorough knowledge of school and community contexts and effective practices within these sites, but do not engage in research activity and would not be qualified to seek a tenure-track faculty position. The clinical faculty title would allow us to attract highly-qualified individuals into a long-term career track and offer more stability and consistency to meet our ongoing program needs. Providing a clinical faculty option to the College of Education and Human Ecology would align our faculty options with our peer institutions in the Commission on Institutional Cooperation (CIC).

Please feel free to contact Dr. Sandra Stroot – stroot.1@osu.edu if you need any other information about the clinical faculty proposal.

Sincerely,

Cheryl Achterberg, Dean
College of Education and Human Ecology
Appendix B
COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PATTERN OF ADMINISTRATION

2009

Prepared by Cheryl Achterberg, Dean

Approval Date
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLGY
2009 PATTERN OF ADMINISTRATION

Contents

INTRODUCTION .......................................................................................................................... 4

COLLEGE MISSION, VISION, AND CORE VALUES ............................................................... 5

MISSION ................................................................................................................................. 5
VISION ................................................................................................................................. 5
CORE VALUES ......................................................................................................................... 5

COLLEGE APPOINTMENTS .................................................................................................. 6

CRITERIA AND PROCEDURES FOR FACULTY APPOINTMENTS ........................................... 6
A. REGULAR TENURED AND TENURE-TRACK FACULTY ....................................................... 6
B. AUXILIARY FACULTY ...................................................................................................... 6
C. COURTESY FACULTY ...................................................................................................... 7
D. JOINT FACULTY APPOINTMENTS .................................................................................... 7

RESPONSIBILITIES FOR FACULTY APPOINTMENTS .......................................................... 8

COLLEGE ADMINISTRATION AND DECISION MAKING .................................................. 8

DEAN ........................................................................................................................................ 8
ASSOCIATE DEANS ................................................................................................................ 9
Associate Dean for Faculty Affairs and Strategic Initiatives ..................................................... 10
Associate Dean for Academic Affairs ...................................................................................... 10
Associate Dean for Research ................................................................................................ 11

SCHOOL DIRECTORS AND DEPARTMENT CHAIRS .......................................................... 11

COLLEGE ADMINISTRATIVE OFFICES .................................................................................. 13
Office of Assessment ........................................................................................................... 13
Office of Development .......................................................................................................... 14
Office of Diversity ................................................................................................................ 14
Office of External Relations ................................................................................................ 15
Office of Finance and Business Services ............................................................................. 15
Office of Human Resources ................................................................................................. 15

COLLEGE COMMITTEES ......................................................................................................... 15

2) COLLEGE PROMOTION AND TENURE COMMITTEE ..................................................... 16
3) FACULTY SALARY APPEALS COMMITTEE ................................................................... 16
4) INVESTIGATION COMMITTEE ....................................................................................... 16

COLLEGE COUNCIL ............................................................................................................... 16

STAFF AND STUDENT ADVISORY COMMITTEES ............................................................ 17
Staff Advisory Committee (SAC) ......................................................................................... 17
Student Leadership Council (SLC) ....................................................................................... 17

AD HOC COMMITTEES AND SUBCOMMITTEES ............................................................... 17

COLLEGE FACULTY MEETINGS ........................................................................................... 17

FACULTY SEARCH POLICIES ............................................................................................... 17

FACULTY TEACHING WORKLOAD POLICY AND GUIDELINES ........................................ 18

PATTERNS OF ADMINISTRATION FOR SCHOOLS AND DEPARTMENTS ....................... 18

PROMOTION AND TENURE PROCEDURES ........................................................................ 19

College of Education and Human Ecology
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
2009 PATTERN OF ADMINISTRATION

I. Preamble

This document provides a brief description of the structure of College of Education and Human Ecology as well as a description of its policies and procedures. Its purpose is to facilitate the orderly conduct of the business of the Faculty of the College of Education and Human Ecology and to facilitate better communication among faculty, staff and students in the college. College policies will be consistent with university policies; this document supplements the "Rules of the University Faculty", www.trustee.usu.edu/Chairliday/index.php, the Office of Academic Affairs policies and procedures, http://oaa.usu.edu/OAA_PHandbook.php, and any additional policies and procedures established by the university to which the college, schools/departments and faculty are subject.

This pattern of administration (POA) is subject to continuing revision and structured to meet the goals and mission of the university as a whole and the interests of the college as outlined in its mission, vision, and strategic goals. The POA must be reviewed and either revised or reaffirmed on appointment or reappointment of the college dean. However, revisions may be made at any other time with a written or electronic ballot.

INTRODUCTION

The college is composed of six academic units--three schools and three departments. These tenure initiating units (TIU) are--

- The School of Educational Policy and Leadership (Ed P&L),
- The School of Physical Activity and Educational Services (PAES),
- The School of Teaching and Learning (T&L),
- The Department of Consumer Sciences (CS),
- The Department of Human Development and Family Science (HDFS), and
- The Department of Human Nutrition (HN).

The academic leaders of the schools are directors. The academic leaders of departments are department chairs. There are no departments within schools, and department chairs and school directors report directly to the dean.

Each school and department is required to have a pattern of administration. The college POA clarifies the academic responsibilities and decision-making authority of the dean as the administrative head of the college. It also clarifies the relationship of the dean’s office to the schools and departments and their leadership. The POA documents of the schools/departments and College of Education and Human Ecology are intended to complement and support each other, i.e., they should be consistent with the mission, values, vision, and strategic plan of the COEHE and the university at large.

The College recognizes the concept of shared governance with the presumption favoring faculty rule on those matters in which faculty have primary responsibility, including: curriculum,
subject matter and methods of instruction, faculty status (type of appointment, promotion and tenure of faculty), and those aspects of student life related to the educational process e.g., living and learning.

COLLEGE MISSION, VISION, AND CORE VALUES

The Ohio State University aspires to be among the world’s truly great universities—advancing the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. Four core elements are seen as critical components in terms of achieving the university’s goal: Becoming a national leader in the quality of our academic programs; becoming universally recognized for the quality of the learning experience we offer our students; creating an environment that truly values and is enriched by diversity; and expanding the land-grant mission to address our society’s most compelling needs. The College of Education and Human Ecology defines its mission within those guidelines and with the intent of continuing its position nationally and internationally as one of the premiere colleges of its kind.

Mission

The mission of the College of Education and Human Ecology is consistent with the land-grant mission to build upon a tradition of excellence in promoting outstanding teaching, research, and service/engagement that significantly and positively impacts individuals, families, schools, and consumers within our global communities. The foundation of the college’s mission is a holistic ecosystems approach coupled to research. Research informs our teaching and service/engagement activities linking discovery, creativity, and practice, and is itself a specialized form of teaching that guides students and faculty in their search for new knowledge. Outstanding teaching is also highly valued in this college. The undergraduate mission, centered on education and other applied human sciences, focuses on building and maintaining high-quality undergraduate majors. The graduate mission is focused upon achieving national and international distinction in research and training for each of the specialty areas offered by the college. The service/engagement mission is informed by our own and other peer-reviewed research.

Vision

Our vision is to lead institutional efforts to extend and improve lifelong learning and lifespan development toward a better quality of life across our diverse society. We aspire to be a center of excellence in research and scholarly programs focusing on the complex issues affecting individuals, families, schools, and consumers in our global communities.

Core Values

The college derives its mission, vision, core values, and practices from “The Rules of Engagement” as proffered by President E. Gordon Gee October 29, 2007. The college further derives its mission and vision from a set of eight core values. These values influence college relationships and decisions as they relate to faculty, staff, and student appointments and reviews, policy formation and implementation, and overall decision making.

1) Research: The college is committed to the production and critical interpretation of high quality peer-reviewed research and to the notion that this high level of inquiry supports all of our activities. Research is interrelated with theory development, practice, pedagogy, community relations, preparation, and all aspects of professional development.

2) Educating Professionals: The college is committed to the highest quality preparation of
professional educators, researchers, practitioners, and leaders to assume positions in schools, universities, communities, business and industry, government, and private/public organizations whose primary purposes are consistent with the mission of the college.

3) **Diversity and Equity:** The College is committed to celebrating and learning from our diversity, broadly defined, as reflected in local, national, and global demographics and to promoting equity in terms of gender, race, age, physical ability, sexual identity or orientation and merit.

4) **Collaboration:** The College is committed to building relationships with and for professional and community-based constituencies and fostering integrated and interdisciplinary activities among and between faculty, staff and professionals.

5) **Professional Development:** The College is deeply committed to ongoing professional development of its faculty and staff to promote the highest level of professional practice.

6) **Policy Formulation:** The College is committed to participating in policy formation to improve quality of life and to guide professional practice.

7) **Technology:** The College is committed to the innovative integration of technology into our programs, the preparation of students in the use of technology, and to developing, promoting, and monitoring policies about technology and technology use to further ensure excellence in achieving our mission.

8) **Land-Grant Mission:** The College is committed to serving the citizens of the State of Ohio through the land-grant mission.

**COLLEGE APPOINTMENTS**

**Criteria and Procedures for Faculty Appointments**

*Regular Faculty Appointments*

The faculty of the College of Education and Human Ecology is composed of both regular faculty members and auxiliary faculty members as defined by the Office of Academic Affairs.

**A. Regular Tenured and Tenure-track Faculty**

The regular or tenured and tenure-track faculty within the College of Education and Human Ecology is comprised of all persons with the title of Professor, Associate Professor, and Assistant Professor who have appointments involving at least 50 percent salaried appointment in the College of Education and Human Ecology. These are the tenured or tenure-track faculty.

**B. Regular Clinical Faculty**

The regular clinical faculty within the College of Education and Human Ecology is comprised of all persons with the title of Professor, Associate Professor, and Assistant Professor who have appointments involving at least a 50 percent salaried appointment in the College of Education and Human Ecology. Regular clinical faculty serve under fixed term contracts and are not eligible for tenure.

**C. Auxiliary Faculty**

The non-regular or auxiliary faculty is comprised of all persons with adjunct titles, visiting titles, emeritus status, and Lecturer and part-time (less than 50 percent service to the college and university) Professors, Associate Professors, Assistant Professors, and Instructors. Members of the auxiliary faculty provide vital contributions to the
university, but their responsibilities to the academic units are generally not as extensive as those of regular faculty. Auxiliary faculty do not accrue or hold tenure in the college.  
1. **Compensated auxiliary appointments** may be appropriate in some circumstances.  
   a. **Lecturers** – When personnel other than graduate teaching associates are needed for classroom teaching only (usually on a part-time basis), Lecturer or Senior Lecturer will be the appropriate appointment. Lecturer positions do not need to be posted unless the department is seeking applicants.  
   b. **Visiting faculty** – Fiscal or programmatic circumstances may sometimes make it appropriate to hire fully qualified faculty into temporary positions. Such appointments may be renewed annually up to a maximum of three years, and carry a “visiting” faculty title of Assistant, Associate or Professor rank. Visiting faculty typically have or have had regular faculty appointments at another university. These appointments are benefits eligible.  
2. **Non-Compensated Adjunct appointments** are ordinarily used to confer faculty status on individuals who have credentials comparable to regular faculty of equivalent rank and who provide significant, uncompensated service to the instructional and/or research programs of the department. Significant service would involve teaching the equivalent of one or more seminars or courses and/or a significant service in graduate advising. Such individuals may either be non-university employees or university employees. Procedures for the promotion in rank of adjunct faculty shall correspond to the promotion of regular faculty (though adjunct faculty members are not eligible for tenure). Adjunct faculty status may be renewed on at least a biennial basis.  

D. **Courtesy Faculty**  
Non-salaried, courtesy joint appointments can be extended to regular faculty from other tenure-initiating units at The Ohio State University to one or more departments/schools outside his/her TIU. This type of appointment should be reserved for those faculty who make a substantive contribution to the academic unit. The appointment is made with the faculty member’s regular title. Although courtesy joint appointments do not require annual renewal, continuing contribution to the department or school is assumed for those holding such appointments. Reappointment decisions must be made at least every 3 years.  

E. **Joint Faculty Appointments**  
A joint faculty appointment is defined as one in which a faculty member has a compensated FTE appointment in two or more tenue initiating units. In this case, a memorandum of understanding (MOU) between the colleges and their school/department is developed using the template created by OAA. The school director or department chair, with the approval of the dean, will establish memorandums of understanding for appointments in cases where a non-TIU, such as an academic center, provides part of the funding for a faculty appointment. Such MOUs do not require OAA approval. (Refer to [http://oaa.osu.edu/OAAP_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php) for specific guidance on this process.)  

F. **Emeriti faculty appointments** are for individuals who have served the university with distinction, are regular faculty at the time of their retirement, and are recommended by the director or chair, the dean, the vice provost for Academic Affairs and Faculty Resources, and by the Board of Trustees for emeriti status. Office space is provided at the discretion of the school, department, or college as appropriate. Requests for faculty emeriti status originate with the director or chair and should be directed to the dean. The written request should include a copy of the faculty member’s retirement letter and a
short statement of justification, including effective date of emeriti status.

Responsibilities for Faculty Appointments

Voting privileges on college, school or departmental matters including promotion and tenure are extended to members of the regular tenured and tenure-track departmental faculty. As indicated by rule 3335-7-01, Clinical Faculty would not have a voice or a vote on the unit Promotion and Tenure Committee, and would not have a vote on appointments of tenure-track faculty. As specified in individual unit Pattern of Administration documents, Clinical Faculty may be permitted to vote on other matters, including appointment of additional Clinical Faculty, and where appropriate, on the promotion and retention of Clinical Faculty. Non-regular auxiliary and courtesy faculty do not have voting privileges. Emeritus faculty do not have voting privileges.

The budgetary line (i.e., salary and benefits PBA and cash) for a faculty position reverts to the college following a faculty resignation, retirement, termination at four years on a tenure-line, or for any other cause for termination. Regular Tenure-Track and Regular Clinical Faculty position requests are presented to the dean by the school directors and department chairs following input from their faculty as per the school’s/department’s pattern of administration. Decisions to open or close searches on regular faculty positions are the purview of the dean following consultation with the appropriate school directors or department chairs. Program quality, research productivity, student enrollments, centrality of program to college and school/department priorities and match to the college strategic plan will influence these decisions.

Faculty hiring appointments are recommended by the school directors and department chairs to the dean along with information about the search and faculty support for the appointment. The dean’s recommendation for appointment is submitted to OAA and the Board of Trustees (see the Faculty Search Policies for details on this process). The dean signs all letters of offer.

Letters of offer for regional campus faculty are signed by the regional campus dean and appropriate school director or department chair. Candidates should be interviewed by the regional campus dean; appropriate school director or department chair; dean and/or associate dean for faculty affairs and strategic initiatives; as well as the search committee; and should meet with faculty at both the regional and Columbus campuses.

COLLEGE ADMINISTRATION AND DECISION MAKING

Dean

The dean serves as the executive and chief academic officer of the college. The dean is responsible for the exercise of the powers and responsibilities vested in the office by The Ohio State University Board of Trustees, the president of the university, and by the executive vice president and provost as per University Faculty Rule 3335-3-29. The dean develops a vision and strategic plan for the college in consultation with faculty and staff and is responsible for developing an office administrative structure to assist in carrying out the programs of the college. The dean is furthermore responsible for the fiscal and academic health of the college and for assuring that all resources—human, fiscal, and physical—are allocated in a manner that will contribute to the achievement of college goals. The dean may develop advisory bodies to make recommendations on any issue requiring a decision; however, the dean must retain authority and responsibility for the final decision or recommendation to a higher level of administration. Final
decisions on budgetary matters rest with the dean. The dean may also delegate operational decisions impacting resources to school directors and department chairs, but does so with the understanding that accountability to the university remains with the Dean.

The dean also has the primary responsibility for leading and coordinating all activities pertaining to fund raising in the college including the identification of fund-raising priorities and potential donors as well as cultivation and stewardship of donors in concert with the college’s development office and the university’s central office for development. The dean shall consult with department chairs and school directors as appropriate in all the aforementioned activities and may also delegate responsibility to these individuals in specific instances.

The dean shall be a voting member of the faculty of each school/department per University Rule 3335-3-29-4c. As per University Faculty Rule 3335-3-29 B1-4 (quoted in italics):

The Dean is appointed and re-appointed by the Board of Trustees upon nomination of the President. Before making this nomination or recommendation for reappointment, the President shall confer with members of the College of Education and Human Ecology faculty and shall give substantial weight to faculty recommendations in reaching a decision. The President shall also consider the recommendations of the Directors of the schools and Chairs of departments.

The major responsibility of the Dean is to provide active leadership in the promotion, direction and support of educational and research activities of the university, in the maintenance of a high level of morale among faculty, and in the encouragement of a spirit of learning among students (Refer to University Rule 3335-329). In addition the Dean shall have general administrative responsibility for the programs of the college, subject to the approval of the President and the Board of Trustees. These administrative responsibilities include the duty:

1. To preside at meetings of the college faculty and appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.

2. To approve courses of study for students in the college, to warn students who are delinquent in their studies and to recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.

3. To present candidates for degrees to the President on behalf of the college faculty and to serve as a member of the Council of Deans (see rule 3335-3-22 of the Administrative Code).

4. To make recommendations to the executive vice president and provost concerning the college budget, and appointments to and promotions within the staff and the membership of the college faculty following consultation with the Directors of the Schools, Chairs of Departments, and faculty within the college.

The dean shall discuss the college budget and the use of funds across general categories with the department chairs and school directors at least annually. The budget (i.e., salary and benefits) of open positions reverts to the college for reallocation.

The Dean of the College will also meet with the general faculty at least twice per year presenting the State of the College that shall include a financial report as well as a summary of accomplishments and plans for the future.

**Associate Deans**

The college has three associate deans to carry out the administrative functions of the college, one of whom is designated as senior associate dean. The senior associate dean has special responsibilities that include representing the dean in the dean’s absence and providing assistance to the dean on budget, planning, and other leadership issues. These persons are appointed pursuant to the procedures outlined in University Faculty Rule 3335-5-02 of the Administrative Code, serve a four-year term subject to reappointment, and report to the dean. Each has responsibilities and authorities as delegated to him or her by the dean; all are expected to help
carry out the vision and strategic plan of the college. These appointments are subject to continuing satisfactory performance and funding availability. During the last year of each associate dean’s term, a formal review is conducted in consultation with faculty and staff.

**Associate Dean for Faculty Affairs and Strategic Initiatives**

The associate dean for faculty affairs and strategic initiatives that college and unit level structures are in place to support all college faculty members, their productivity, and their career advancement. The position assists the dean, school directors, and department chairs in faculty hiring, promotion and tenure processes, and in all other faculty affairs.

For example, between 2010-1012 the associate dean for faculty affairs and strategic initiatives will focus on the school reform agenda, providing leadership for the coordination of the University Teacher Education Council (UTE), educator preparation, educator licensure processing, and to a full range of extended professional development for teachers, school administrators, and other stakeholders needed to support educators to move up the career ladder from residency to mentor and lead teacher status. Duties during this time include, but are not limited to, serving as a point of contact to the Columbus City Public Schools and other Ohio school districts (including exchange of services and field placement support) and working with schools and departments within the college to foster collaboration and coordinate relevant, off-campus, school-based, research and professional development activities. This individual will provide leadership for the college’s priorities in improving urban education and aiding populations of high risk through the use of holistic approaches to strengthen families, schools, and communities. By necessity, the associate dean for faculty affairs and strategic initiatives will work closely with the associate dean for academic affairs on issues related to pre-service teacher curricula and the undergraduate experience both within the college and across the university.

In addition, the associate dean for faculty affairs and strategic initiatives administers programs for faculty and outreach audiences that focus on the value of diversity. The associate dean shall also work closely with faculty search committees to enhance the diversity of applicant pools and consult with the dean about issues related to diversity when interviewing and hiring.

The associate dean for faculty affairs and strategic initiatives serves as a member of the Executive Leadership Team, reports to the dean, and represents the authority of the dean, as delegated, in the dean’s absence. In addition, the associate dean for faculty affairs and strategic initiatives works collaboratively with the appropriate unit leaders and faculty committees, fostering collaboration among different units internal and external to the university and performs other duties as assigned.

**Associate Dean for Academic Affairs**

The associate dean for academic affairs is the chief curricular officer of the college and provides leadership to all academic programs and activities of the college. This position has responsibility for coordinating academic programs, curriculum development and implementation, e-learning and distance education, instructional quality, accreditation (including NCATE), the College Honors Program, and academic support services for faculty and students. The associate dean for academic affairs has supporting responsibilities for course approval and curricular alternations. The associate dean for academic affairs and the staff reporting to this individual work with school directors and department chairs to recruit undergraduate students, including under-represented minority students, follow up on student graduate outcomes, and enhance student leadership. In addition, the associate dean for academic affairs works with appropriate faculty, staff, and committees to ensure that the college goals and values associated with information technology are achieved.

The associate dean for academic affairs works with school directors and department chairs to...
ensure the high-quality provision of academic advising and assistance to prospective students and their families, the availability of career and placement services for students and alumni, the Student Leadership Council, and college programming to support students needs and achievements, including programs to support diversity, defined broadly.

The associate dean for academic affairs serves as a member of the Executive Leadership Team, reports to the dean, and represents the authority of the dean, as delegated. In addition, the associate dean for academic affairs works collaboratively with the associate dean for research on curricular issues, academic unit leaders and other faculty committees as appropriate, and with the associate dean for faculty affairs and strategic initiatives on issues relating to educator preparation/advancement, NCATE, and performs other duties as assigned.

Associate Dean for Research

The associate dean for research provides leadership to the college’s research programs and serves as a liaison to campus research administration/activities. This individual creates and supports a research culture and environment to enable faculty, research personnel, centers, staff, and graduate students to expand their research, scholarship, and grant success. The position is responsible for increasing external funding, supporting and improving research productivity, enhancing the college’s research rankings and visibility, and promoting communication and dialogue concerning research. The associate dean for research has the responsibility to maintain a full service support system for internal and external grants and contracts to support the college mission with specific emphasis on proposal development and submission as well as human/animal subjects Institutional Review Board (IRB) approvals. This position also plans for and manages all physical infrastructure needs with particular attention on assessing and strategizing on how best to meet the college research facility needs. The associate dean for research and education serves as liaison with the university’s Office of Research and the OSU Research Foundation (OSURF). Directors of college centers generally report to the associate dean for research.

The associate dean for research manages graduate student fellowship applications; undergraduate awards and scholarships; graduate scholarships; and assists academic units in recruiting and retaining graduate students including those with diverse backgrounds.

In addition, the associate dean for research shall provide oversight to all interactions with the Ohio Agricultural Research and Development Center (OARDC) and the OSU Extension Family and Consumer Sciences program, representing the college in OSU Extension leadership activities and supporting a culture of engagement consistent with the philosophy of a contemporary land-grant institution. The dean will remain involved as indicated in the charters and bylaws of specific centers as well as in interactions with OSU Extension and OARDC.

The associate dean for research serves on the Executive Leadership Team, reports to the dean, works closely with the unit leaders, chairs of unit graduate committees and other appropriate faculty committees, and performs other duties as assigned.

School Directors and Department Chairs

As stated at the beginning of the Pattern of Administration, the college has three schools led by school directors, and three departments led by department chairs. These individuals are appointed by the dean, with input from the TIU faculty and the dean’s Executive Leadership Team, and they are subject to the formal approval of the provost, president, and the Board of Trustees.

The director of a school or chair of a department is the major administrative position of the academic unit. The administrative appointment may be full or part-time depending on the size and complexity of the academic unit; school directors or chairs may also teach and/or conduct
research. The department chair or director of a school may appoint Vice-Chairs or Associate Directors (subject to the dean’s approval) as well as advisory bodies to make recommendations on any issue requiring a decision, from course assignments to salary recommendations. Vice-Chairs or Associate Director appointments will generally be part-time appointments of full-time, tenured faculty, assigned specific tasks, and may represent the chair or school director in the chair or school director’s absence. However, the departmental chair or school director must retain responsibility for final decisions and recommendations to a higher level of administration. Moreover, the departmental chair or school director has ultimate responsibility for allocating the unit’s resources in a way that makes the most fiscal and programmatic sense, consistent with the unit and college strategic plan, and cannot delegate that authority. The duties of directors and chairs (as per University Faculty Rule 3335-3-35C) include (quote from Rule in italics):

(1) To have general administrative responsibility for its program, subject to the approval of the dean of the college.

(2) To develop in consultation with the faculty a pattern of administration. This pattern of administration shall be made available to all present and prospective members of the faculty of the department or school, and a copy shall be deposited in the office of the dean of the college and in the office of the executive vice president and provost. For purposes of defining minimum content, the following shall be included in the pattern of administration:

(a) A statement requiring the chair to provide a schedule of all regular faculty meetings (see rule 3335-5-18 of the Administrative Code) to all faculty members before the start of each quarter, semester, or session.

(b) A statement requiring the chair to maintain minutes of all faculty meetings and to maintain records of all other actions covered by the pattern of administration.

(c) A statement that the chair will consult with the faculty as a whole on all policy matters, and that such consideration will, whenever practicable, be undertaken at a meeting of the faculty as a whole.

(d) A statement recognizing in principle the presumption favoring majority faculty rule on all matters covered by the pattern of administration. This statement shall further provide that whenever majority faculty rule is not followed, the department or faculty chair, or school director, or dean and director of a regional campus, whichever is the case, shall explain the reasons for the departure to enhance communication and to facilitate understanding within the department. Where possible, this statement of reasons shall be provided before the departure occurs. This explanation shall outline the decision of the majority of the faculty, the decision of the department or faculty chair, or school director, or dean and director of the regional campus, whichever is the case, and the reasons the decisions differ. The explanation shall be communicated to the faculty in writing, where possible, or at a faculty meeting, with an opportunity provided for faculty to comment.

(e) A statement affirming that the faculty shall be consulted in the initiation and in the review and selection of new faculty members for appointment.

(f) A statement explaining how faculty duties and responsibilities in instruction, scholarship, and service are to be assigned and distributed equitably.

(3) To prepare, after consultation with the faculty and in accordance with the pattern of departmental administration, a statement setting forth the criteria and procedures according to which recommendations are made concerning appointments and/or dismissals, salary adjustments, promotions in rank, and matters affecting the tenure of the faculty. This statement shall be made available to all present and prospective members of the department or school, and a copy shall be deposited in the office of the dean of the college and in the office of the executive vice president and provost. At the beginning of each four-year term of the chair of a department or the director of a school, the members of the department or school, the office of the dean of the college, and the office of the executive vice president and provost shall receive either a revision or reaffirmation of the original statement.

(4) To operate the business of the department or school with efficiency and dispatch.
(5) To plan with the members of the faculty and the dean of the college a progressive program.
(6) To evaluate continuously the instructional and administrative processes and lead in the study of methods of improving them.
(7) To evaluate faculty members periodically in accordance with criteria approved by the board of trustees and subject to instructions from the executive vice president and provost, and also according to such supplemental criteria as may be set up by the department or school.
(8) To inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by their tenure initiating unit and to place in that file a response to any evaluation, comment or other material contained in the file.
(9) To recommend to the dean of the college, after consultation with the faculty in accordance with paragraph (C)(3) of this rule, appointments, promotions, dismissals, and matters affecting the tenure of members of the department or school faculty.
(10) To encourage research and educational investigations.
(11) To see that all faculty, regardless of their assigned location, are offered the departmental privileges and responsibilities appropriate to their rank, and in general to lead in maintaining a high level of morale.
(12) To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
(13) To prepare (after consultation with the professors, associate professors, and assistant professors with tenure) annual budget recommendations for the consideration of the dean of the college.
(14) To promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.

The dean appoints search committees for school directors and department chairs. In general, the search for a school director or departmental chair will be open. Interim appointments may be made by the dean in consultation with associate deans. The dean determines the terms of appointment in light of the needs of the school or department, circumstances of the person to be appointed, and any other relevant considerations including Office of Academic Affairs compensation policies (refer to http://oaap.osu.edu/OAAP_PHandbook.php for details).

School directors and department chairs report to the dean and serve on the dean’s Executive Leadership Team. School directors and department chairs typically serve four-year terms. Reappointment of directors/chiears will follow a review in the final year of the contract that will include input from faculty and staff and the dean’s Executive Leadership Team.

College Administrative Offices
College offices support the mission of the college with first, a service-oriented focus and second, a responsibility to ensure compliance. These offices are organized to facilitate the professional and personal successes of faculty, staff, students, and external constituents. The organization and leadership of central support is determined by the dean in consultation with the Executive Leadership Team. The college offices are described below in alphabetical order.

Associate deans may also label their operations as “offices.” The associate deans each will have authority over the structure of their offices and operations in consultation with the dean.

Office of Assessment
The purpose of the Office of Assessment is to produce high quality information and analyses to support strategic planning, decision-making, assessment, accreditation, and accountability for the College of Education and Human Ecology. The Director of this office shall report to the Dean. Responsibilities of the office include:

- Conducting institutional research to support college and college-university partnership
decision-making and planning, e.g., support UTEC committee work;
• Advising the dean and other college and unit leaders on strategic assessment issues;
• Developing and analyzing strategic plan indicators and other performance measures;
• Coordinating and supporting college and unit-level benchmarking;
• Generating datasets of strategic interest to the college using survey or other assessment instruments;
• Providing oversight to all academic unit and dean’s office surveys targeted to students, staff and alumni;
• Conducting research on issues of strategic importance to the College using national and institutional databases;
• Providing data support for program reviews and accreditation including NCATE;
• Serving as a resource for the College on assessment issues, including the development of educator preparation program assessment and other major program and assessment plans as part of a college-wide assessment system.
• Monitoring state and federal legislation as well as agency or organizational regulations that may have bearing on college accreditation, evaluation, ranking or funding issues.

The director of this office is a member of the Executive Leadership Team.

Office of Development
The Office of Development oversees all initiatives, as coordinated by the dean, that are related to external fund-raising or development including all gifts and donations as well as the cultivation, presentation to, and stewardship of donors. The lead college development officer will consult with each of the academic unit leaders at least annually about priorities, proposals and prospective ideas, however, all gift prospects, donors and donations shall be identified and prioritized by the college. The college development office works closely with the Office of External Relations, especially on events that include any involvement of a program, department, school, or college alumni group, advisory council, or special recognition of alumni or community partners. The College Office of Development also supports and works closely with the University Office of Development. The director of the office reports to the dean and the vice president for development and is a member of the Executive Leadership Team.

Office of Diversity
The College Office of Diversity is a support unit to assist administrative offices, departments, and schools within the college to fulfill their goals in attaining minority student recruitment and retention targets and to provide support for diversity-themed programs. The director of this office shall report to the dean with close interaction with each of the associate deans in the college. The office will also collaborate with other offices in the dean’s administration to plan and publicize events. Responsibilities of the office include:
• Supporting academic units in their recruitment efforts of high quality students from diverse backgrounds at the undergraduate level with a special focus on teacher education;
• Supporting academic units in their recruitment efforts of high quality students from diverse background at the graduate level;
• Supporting academic units in their recruitment efforts of diverse staff and faculty;
• Provide support to the student services office within the college to assist with first year orientation, community college transfer recruitment and orientation, and all other programs aimed at enhancing student retention.
• Development of content programming about issues related to diversity and cultural understanding designed for undergraduate and graduate students, staff and/or faculty within the college;
• Support and promote university-wide programming related to diversity and cultural
understanding designed for undergraduate or graduate students, staff and/or faculty;

Office of External Relations

The Office of External Relations leads all initiatives pertaining to internal and external communications, alumni relations, and special events. Its mission is to support the academic excellence of the College of Education and Human Ecology through enhancement of the college’s reputation and resources. This office works closely with central administration, schools and departments to support their external relations goals with a primary focus on press releases and other forms of publicity, but also in any event planning that targets or includes audiences external to the college. In addition, the office coordinates its activities with university offices in development, communications, government relations, and The Ohio State University Alumni Association. The director of the Office of External Relations reports to the dean and is a member of the Executive Leadership Team.

Office of Finance and Business Services

The Office of Finance and Business Services provides fiscal and business administrative support for the college, its schools, its departments, centers and outreach operations. This office manages the financial resource operations of the college in a manner that promotes the college's core values. Its primary purpose is to facilitate the work of the faculty and staff in fulfilling the mission of teaching, research/scholarship, and engagement. The office also initiates innovative ways of more efficiently utilizing essential resources while 1) ensuring stewardship of college funds and 2) maintaining compliance with university internal controls and the State of Ohio legal provisions. Policies and procedures related to the use of fiscal resources secured are administered but not determined by this office.

The Office of Finance and Business Services also provides leadership and support to college, school, and department administrators and staff in the development of service centers and business plans for program changes. The office oversees the collection, analysis, and reporting of institutional fiscal data and supports the strategic planning efforts of the college and its units. The chief financial officer for the college reports to the dean, but also has a dotted line relationship with the Senior Vice President for Business and Finance just as the financial officers in the departments and schools have a dotted reporting line to the Director of the college Office of Finance and Business Services. The director of the office serves on the Executive Leadership Team.

Office of Human Resources

The Office of Human Resources provides quality human resource services to faculty, staff, and students of the college, departments and schools, and college center operations. This office supports the teaching, research, and service objectives of the college by providing effective approaches to human resources planning; working with strategic partners on learning and development that enable staff to apply agreed ‘best practice’ HR; providing faculty and staff with innovative solutions to workplace challenges that enable them to improve their ability to work effectively and achieve success; and ensuring compliance with university policies/procedures, state, and federal laws and regulations. The director of the Office of Human Resources reports to the dean, but also has a dotted reporting line to the Vice President for Human Resources and is a member of the Executive Leadership Team.

COLLEGE COMMITTEES

The college has four standing committees, the College Council, and two advisory councils. In addition, the college jointly administers the University Teacher Education Council with The
Ohio State University Office of Academic Affairs.

**The Four Standing Committees of the College**

1) *Executive Leadership Team*

Per Faculty Rule 3335-5-15, the college executive committee is chaired by the dean. The Executive Leadership Team advises the dean on administrative matters, assists with coordination of activities in the college, and serves as the primary liaison between the dean and the schools/departments. Membership includes the associate deans, department chairs/school directors, lead college development officer, senior fiscal officer, senior human resources officer, and the chair of the College Council (i.e., Secretary of the Faculty). Others may be invited to join the committee at the dean’s discretion.

2) *College Promotion and Tenure Committee*

The dean appoints the advisory committee with input from directors, chairs, and the College Council. The committee consists of a full professor from each school or department. Members shall not participate in the review of cases from their own school/department. The college committee prepares a written report of its assessment and vote for inclusion in the candidate’s dossier and shall forward it to the dean. If a college committee disagrees with a school’s or department’s recommendation or in cases where there is disagreement between the faculty and the director/chair within a school/department, the college committee shall explain in detail the basis for its recommendation. See the College of Education and Human Ecology ARPT document for details.

3) *Faculty Salary Appeals Committee*

Per OAA Policies and Procedures Handbook, the College Investigation Committee shall serve as the Faculty Salary and Appeals Committee and will be called into action as needed. For specific procedures, refer to the OAA web page [http://msu.edu/OAAP_PHandbook.php](http://msu.edu/OAAP_PHandbook.php).

4) *Investigation Committee*

The purpose of the college Investigation Committee (as per University Faculty Rule 3335-5-04) (E) is to review formal complaints against regular and auxiliary faculty. The dean shall appoint, after consultation with the Executive Leadership Team, two tenured faculty members from each of the schools/departments, one as a committee member and the other as alternate, to the Investigation Committee. Each of these members shall serve three years, appointed on staggered terms. No member shall serve more than two consecutive terms. Another member of the committee and an alternate shall be appointed from a sister professional college for a term of one year. Appointees must be at the rank of associate or full professor. The committee conducts its investigations according to university policies see [www.trusteess.usu.edu/ChapIndex/index.php](http://www.trusteess.usu.edu/ChapIndex/index.php). At the conclusion of an investigation, the committee reports its findings to the dean, including a recommendation concerning the merits of the complaint and, if the complaint is judged meritorious, a proposed action or sanction consistent with university policy. When subcommittee members disagree on findings, recommendations, or proposed sanctions, the subcommittee report with its multiple perspectives shall be given to the dean for a decision.

**College Council**

The College Council is an elected body of the faculty, staff, and students. The council advises the dean on issues in the college related to a supportive environment for conducting teaching, research/scholarship and outreach/professional serve and to develop an academic community to address the mission of the college. Elected faculty members of College Council
oversee requirements for program admission and the adoption, alteration, or abolition of courses and curricula subject to the approval of the Council on Academic Affairs, the president, and the Board of Trustees.

A Faculty Cabinet serves as the coordinating committee for the College Council and the initial advisor to the dean on issues that may ultimately be addressed by the entire college council. The Faculty Cabinet establishes the agenda for College Council meetings and helps manage committee assignments and timelines. The Faculty Cabinet is composed of the College Council Chair, the dean, and up to six at-large members elected by the Council. The college council chair guides the work of the council. The chair is part of the dean’s executive team representing the voice of the council.

Staff and Student Advisory Committees

Staff Advisory Committee (SAC)

The purpose of staff advisory committee is to act as a liaison between the staff and college administration, to present concerns of the staff to college administration, and to participate as a partner in broad college functions such as providing campus campaign representatives, operation feed representatives, etc. Additionally, it keeps staff informed of current issues and decisions; provides opportunities for professional development; and encourages staff to participate in professional development activities. The dean shall appoint a Chief of Staff within the dean’s administrative staff to work as a liaison with this committee and also to oversee staff development efforts on behalf of the college.

Student Leadership Council (SLC)

The SLC is recognized by the college and university as the primary organization representing all students enrolled in the College of Education and Human Ecology. The Student Leadership Council is composed of elected representatives from the different programs within the college and the leadership of student organizations within the college. Council activities will be overseen by the associate dean for academic affairs with an emphasis on undergraduate students.

The SLC builds community as it promotes communication between the college administration and students as well as with the university community. Through the SLC, students provide feedback to the faculty and administration of the college, and initiate, organize, and promote activities and events that enrich the experiences of all students in the college with a special emphasis on recruitment and first year orientation.

Ad Hoc Committees and Subcommittees

Ad hoc committees and subcommittees may be constructed by the dean, associate deans, school directors, department chairs, the College Council, standing committee chairs, or advisory committee chairs. These committees may function to advise, implement, or evaluate activities consistent with the college mission and vision.

COLLEGE FACULTY MEETINGS

Per University Faculty Rule 3335-5-16, the college faculty shall meet upon call of the dean or the College Council. The dean schedules faculty meetings at least once every academic year. Although votes are rarely taken at these meetings, if one is, a majority of those present and who voted is required for approval of a motion. Votes on policy matters are usually completed by electronic or paper ballot by all members of the faculty with voting rights.

FACULTY SEARCH POLICIES

The dean and faculty of the college are committed to attracting a world class and diverse
faculty to the college. The dean approves the initiation of all faculty searches and the academic rank for a faculty position. Prior to making these decisions, school directors and department chairs review the status of their programs and confer with their faculty to determine their needs and priorities (based on strategic plans, enrollments, benchmarking of competitive programs and research opportunities), for faculty positions. New faculty positions should provide support for and assistance with the goals of the college and university academic plans; searches must deliberately seek a diverse pool of applicants.

Fiduciary responsibility for faculty searches will be shared between departments/schools and the dean’s office. New hire salary and benefits come from the dean’s office. The cost of start-up packages will be negotiated between participating units and the dean’s office, but schools/departments should generally share in at least 1/3 of the costs.

Typically, a search committee makes written recommendations to the director or chair on potentially acceptable candidates. The director or chair provides a recommendation to the dean. The dean approves a candidate for the position, contacts the candidate, and offers the position. If there are special circumstances (e.g., prior service credit requested, senior rank hiring), OAA must first approve a letter of offer. Refer to the following website for more information:

http://oaa.osu.edu/OAAP_PHandbook.php

Letters of offer after April 30 must follow the procedure outlined by OAA at:


Targeted searches may be initiated with approval from the dean in situations offering unique opportunities. In such cases, a traditional search committee may or may not be used. However, faculty within the future TIU of the targeted candidate must be supportive of the candidate, and best practices and policies related to enhancing diversity must be utilized in the targeted search. The dean, with approval from OAA and the Board of Trustees, has final authority over the initiation and completion of targeted searches.

FACULTY TEACHING WORKLOAD POLICY AND GUIDELINES

It is the responsibility of the dean, in consultation with the provost and the school directors/department chairs, to determine the appropriate division of workload expectations for each school/department’s faculty according to their level of activity in the degree programs offered. The dean expects each school/department to develop workload policies that are equitable and fiscally responsible. Regular tenure-track faculty will have a faculty workload that includes percentages devoted to research, teaching and service. The primary responsibilities for Clinical Faculty are expected to be in the area of supervision and teaching; their teaching load would be a minimum of 80% of their overall clinical faculty workload.

Directors and chairs must establish a workload policy in consultation with faculty for approval by the dean. The policy should be revised or reaffirmed by faculty and the dean with the appointment or reappointment of directors/chairs. School/department workload documents must reflect the ranges in teaching, research, and service expectations among sections as well as among faculty within schools and departments as per OAA rules. See


PATTERNS OF ADMINISTRATION FOR SCHOOLS AND DEPARTMENTS

Each director/chair should have a pattern of administration (POA) approved by the dean within the first year of appointment or reappointment consistent with the College of Education and Human Ecology’s POA. These school/department documents (POA/ARPT) may be also be revised at any time. The departmental or school POA is then submitted to the Office of Academic Affairs for approval. It is recommended that the POA follow the outline from the Office of Academic Affairs for such a document. Refer to:
PROMOTION AND TENURE PROCEDURES

Each school director or department chair, in consultation with faculty, must develop an Appointments, Re-appointment, Promotion, and Tenure (ARPT) document. The content required for this document is specified in the OAA handbook (refer to http://oaa.osu.edu/OAAP_PHandbook.php). The document must be in agreement with the College of Education and Human Ecology’s policies, procedures, and the college ARPT document. Upon approval of the dean and provost of the TIUs’ Faculty Appointments, Re-appointments, Promotion and Tenure (ARPT) documents, the college delegates to the TIU the responsibility to apply high standards in evaluating teaching, research/scholarship, and engagement/service for faculty applying for promotion and/or tenure.

The college Promotion and Tenure Committee is charged with conducting promotion and tenure reviews at the college level to determine—

a) Whether the school/department has conducted its review and reached a recommendation consistent with university, college, and school/department standards, criteria, policies, and rules (see Appointments, Re-appointments, Promotion, and Tenure [ARPT] documents for each school/department);

b) Where the weight of evidence lies in cases in which there is not a clear recommendation from the school director or department chair;

c) Where the weight of evidence lies in cases in which there is not a clear recommendation from the faculty of the TIU.

As indicated by rule 3335-7-01, Clinical Faculty would not have a voice or a vote on the unit Promotion and Tenure Committee, and would not have a vote on appointments of tenure track faculty. As specified in individual unit Pattern of Administration documents, Clinical Faculty may be permitted to vote on other matters, including appointment of additional Clinical Faculty, and where appropriate, on the promotion and retention of Clinical Faculty. Clinical faculty would not be appointed to the College Promotion and Tenure Committee.

COLLEGE COMPENSATION PRINCIPLES

The university and the college pursue merit-based compensation strategies to maximize the recruitment, performance, and retention of high-quality faculty and staff while adhering to the letter and spirit of applicable regulations.

The achievement of excellence in teaching, research, and service are the primary measures of success in the compensation strategy of the college. The concept of excellence includes attracting and retaining quality faculty and staff, investing in performance, and achieving an equitable environment.

COUNTEROFFER POLICIES FOR FACULTY

Highly productive faculty members in the College of Education and Human Ecology are attractive colleagues to other institutions. These faculty members are susceptible to being recruited away. Regular reviews by academic unit leaders with the dean about the competitiveness of our compensation packages will be conducted to minimize the need to make counteroffers. Pre-emptive salary increases may be used to retain targeted faculty. A counteroffer may be appropriate when a school director or department chair wishes to retain a faculty member who receives an offer from another institution. The college is not obligated to provide a counteroffer, however, and a letter from another institution does not entitle faculty to a counteroffer. All salary counteroffer proposals require prior approval by the dean and the Office of Academic Affairs.
LEAVES AND ABSENCES

The college abides by the university’s leave policies (refer to http:// oaas.osu.edu/ OAAP_PHandbook.php and www.mnu.edu/policy/policyhome.htm) and policies that apply to other absences from campus, such as Faculty Professional Leave (FPL) and Special Research Assignments (SRA).

The Faculty Professional Leave (FPL) Program

The Faculty Professional Leave (FPL) Program should be considered for any period of intensive study or research not to exceed one academic year. Statute 3345.28 of the Ohio Revised Code specifies that only tenured faculty members with at least seven years of service as a regular faculty member at Ohio State are eligible for a Faculty Professional Leave at this institution. Years of service at another university and years served in auxiliary appointments cannot be credited toward the required years of service at Ohio State.

The definition of a “year of service” per Board of Trustees Resolution No. 78-21 is: “any academic year in which the full-time faculty member, while in such status, whether on nine months or eleven months appointments, had significant responsibilities to an instructional unit or units of the University.”

An FPL must be for a continuous period but may bridge an off-duty quarter (refer to http://oaas.osu.edu/OAAP_PHandbook.php). An SRA and FPL may occur in contiguous on-duty quarters (including Spring-Autumn). The college abides by the university FPL policy, please refer to http://oaas.osu.edu/documents/OAAPPHandbook.pdf.

Special Research Assignments (SRA)

The Special Research Assignment (SRA) releases a faculty member from regular duties for a period of up to one full quarter so that he or she may concentrate on a scholarly endeavor or invest in a relatively brief professional development opportunity. SRA proposals generally emphasize completion of a research project or enhancement of research skills and knowledge. However, an SRA may be used for investment in pedagogical or administrative skills and knowledge when these are judged to be mutually beneficial to the faculty member and his or her academic unit. SRAs are not to be used for course development or service assignments.

Any faculty member is eligible for a SRA. A SRA is awarded on a competitive basis within a TIU. Generally, no more than ten percent of the faculty in the College of Education and Human Ecology or in any one school/department may be on a SRA in any one academic year. Units must ensure that sufficient faculty members are on duty at all times to meet obligations to students and other constituencies and to conduct regular business. Each school/department must have a specific set of principles that guide the selection of SRAs annually. Faculty should follow the college and school/department approved procedures for SRA requests.

Other Leaves of Absence

Faculty submit requests for leave of absence to their director/chair at the same time that SRA and FPLs are submitted to the school. For details, refer to http://oaas.osu.edu/OAAP_PHandbook.php. School directors/department chairs should submit requests for approval to the associate dean for faculty affairs and strategic initiatives. If approved, the dean will seek approval from the vice president for Academic Policy and Faculty Resources.

Exclusionary Year from Faculty Probationary Period

Probationary faculty should be reminded annually of the exemption of probationary time option under University Faculty Rule 3335-47-03. Faculty members wishing to apply for an
exclusionary year should submit a request for exclusion when submitting their annual report and no later than the end of the winter term. For details on requirements and the form, see http://aca.osu.edu/IVAP_PHandbook.php. School directors/department chairs submit requests for approval to the associate dean for faculty affairs and strategic initiatives. If approved, the dean will seek approval from the vice president for Academic Policy and Faculty Resources.

SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING ACTIVITY

The college adheres to university policies with respect to the circumstances under which supplemental compensation for university work is considered and external professional service activities are approved.

University policies represent upper limits on what is possible, and individual schools/departments are encouraged to consider whether amendments to these are appropriate to their circumstances. Refer to http://aca.osu.edu/IVAP_PHandbook.php. The school director or department chair recommends approval of these requests and forwards them to the associate dean for faculty affairs and strategic initiatives or in the case of supplemental compensation for research, to the associate dean for research for review and approval prior to the beginning of service. All supplemental compensation and paid external consulting requires a final sign-off from the dean.

REHIRING RETIRED FACULTY

It is acceptable for schools and departments in the college, in consultation with the dean, to negotiate some post-retirement work with non-retired faculty in order to facilitate retirement. However, long-term agreements are inappropriate, and even short-term agreements should be made subject to availability of funds, programmatic needs, and performance. Re-employment of retired faculty is not an entitlement and cannot be guaranteed.

Faculty members who are rehired will be subject to the rules and policies of the university Office of Human Resources. It is the College of Education and Human Ecology’s policy that faculty—

1) Must be retired for at least two months before they can be rehired, in compliance with State Teachers Retirement System rules.
2) Must have a reduction to their FTE at the time of re-employment. Individuals who take an FTE reduction must have their salary decreased commensurate with the FTE reduction.
3) Are rehired on a year-by-year basis with the position not to exceed 50% FTE except in rare circumstances.
4) Hires are made by approval of the dean.
Appendix C
Appendix C: Restructuring Information and List of Courses

AN OVERVIEW OF COLLEGE RESTRUCTURING

This clinical faculty proposal was created under the current EHE structure, which consists of three schools, Teaching and Learning, Educational Policy and Leadership, and Physical Activity and Educational Services, and three departments, Consumer Sciences, Human Development and Family Science, and Human Nutrition. The College of Education and Human Ecology (EHE) has approved a proposal to restructure the college from these six academic units to three departments. These three new departments, pending approval, will be:

The Department of Teaching and Learning

The Department of Educational Studies

The Department of Human Sciences

The new Department of Human Sciences will combine the Kinesiology academic areas of the current School of Physical Activity and Educational Services, with the current Departments of Consumer Sciences, Human Development and Family Science, and Human Nutrition. The new Department of Educational Studies will combine the School of Educational Policy and Leadership with the Educational Services academic areas of the School of Physical Activity and Educational Services. The new Department of Teaching and Learning will retain the structure in the current School of Teaching and Learning. Program areas will be structured in the College according to the table below.

<table>
<thead>
<tr>
<th>Existing Teaching &amp; Learning faculty and programs</th>
<th>Curriculum, Foundations, Technology, and Qualitative Inquiry</th>
<th>Human Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educational Administration</td>
<td>• Educational Psychology and Philosophy</td>
<td>• Consumer Sciences:</td>
</tr>
<tr>
<td>• Higher Education and Student Affairs (Leadership)</td>
<td>• Quantitative Research, Evaluation, and Measurement</td>
<td>o Fashion and Retail Studies</td>
</tr>
<tr>
<td>• Workforce Development</td>
<td>• Special Education</td>
<td>o Hospitality Management</td>
</tr>
<tr>
<td>• Special Education</td>
<td>• Counselor Education</td>
<td>o Consumer and Family Financial Services</td>
</tr>
<tr>
<td>• School Psychology</td>
<td></td>
<td>o Kinesiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Sports Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Exercise Science</td>
</tr>
</tbody>
</table>
All three of the new departments will have programs that aim to develop successful clinical practitioners and would therefore benefit from the ability to hire clinical-track faculty members. Of the 18 program areas, 14 have indicated a need to hire practicing professionals to supplement student experiences (these programs are marked in bold in the chart above). These programs have submitted descriptions of courses that could potentially be taught by clinical faculty. These sample courses are presented below with a rationale for why they would be appropriate for clinical faculty. Since the rationale for clinical faculty involves the practical experience they will bring to our professional programs, the rationale for the courses involves a description of the elements of practice that will be covered in each course.

Three notes about the following list of courses: First, the criterion for selecting these courses involved the centrality of practical application within the course content. There will still be theoretical aspects to some of these courses, but the discussion of theory will emphasize its application in clinical practice. Second, the list of courses was constructed to provide flexibility in the use of clinical faculty over the coming years. The overall limit placed on the number of clinical faculty (not to exceed 20% of total tenure track faculty) will continue to ensure that regular track faculty members perform the large majority of teaching within the college. Third, beyond the complexities involved with college restructuring, this proposal is also being submitted during the University’s transition to semesters. Semester syllabi for all courses were not available. However, a semester “course request” has been included for each semester course, which provides details about course content. Quarter syllabi have also generally been provided in instances where the semester course has a full or partial quarter equivalent.
DEPARTMENT OF TEACHING AND LEARNING

For many years, the faculty associated with Teaching and Learning have offered a clinically based educator preparation program. Students in the teacher education programs spend a substantial amount of time in schools learning to teach. Currently, the faculty of Teaching and Learning work with many highly qualified teachers, but the unit does not have a title that is appropriate for their work. A clinical faculty role would provide a career path to attract strong, effective teachers into the university context, and it would enable individuals who have been successful in urban, rural, and suburban contexts to work directly with our students. Clinical faculty would be able to share their insights from working with gifted students, and with students who come to their classrooms with different types of special needs, thus providing practical suggestions from their work in real school settings. Clinical faculty positions would also provide a strong network of educators to enable the unit to select strong clinical sites (schools), and provide opportunities for translational research within the schools and surrounding communities in central Ohio. Courses listed below are sample courses drawn from various programs in the School of Teaching and Learning where clinical faculty with expertise in instruction and assessment strategies, or in working with children with special needs, provide a unique set of skills and experiences that would benefit our educator preparation candidates. These courses are part of the program leading to the BSEd and MEd degrees, which are focused on the practice of teaching. Clinical faculty recruited to work in the proposed Department of Teaching and Learning are most likely to be school personnel who hold a Master’s, Ph.D., Ed.D., or Ed.S. degree, and will have a minimum of five years of successful teaching experience in a school context.

Listing of Courses Potentially Taught by Clinical Faculty in the Department of Teaching and Learning

Courses are part of the BSEd and MEd degrees in Teaching and Learning

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUTL 2189</td>
<td>Field Experience</td>
<td>These courses involve field experiences and student teaching experiences under the supervision of qualified clinical mentors.</td>
</tr>
<tr>
<td>EDUTL 2389</td>
<td>Laboratory Experience in English Education</td>
<td></td>
</tr>
<tr>
<td>EDUTL 4189</td>
<td>Advanced Field Experience</td>
<td></td>
</tr>
<tr>
<td>EDUTL 5189</td>
<td>Planned Field Experience</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUTL 5191</td>
<td>Supervised Student Teaching Internship</td>
<td></td>
</tr>
<tr>
<td>EDUTL 5195</td>
<td>Field Experience Reflective Seminar</td>
<td></td>
</tr>
<tr>
<td>EDUTL 5102</td>
<td>Teaching and Learning of Literacy in Grades Pre-K-3</td>
<td>Elements of professional practice in this course include pedagogical methods and assessment strategies in literacy education at the early elementary level.</td>
</tr>
<tr>
<td>EDUTL 5108 and 5109</td>
<td>Teaching and Learning of Mathematics in Grades Pre K-3, Part I and II</td>
<td>Elements of professional practice in these courses include the ability to use standards, learning theories, pedagogies, assessment, and technology for the teaching and learning of Pre-K - 3 early childhood mathematics in a diverse classroom.</td>
</tr>
<tr>
<td>EDUTL 5114</td>
<td>Social Studies Methods in Elementary Schools</td>
<td>Elements of professional practice in this course include pedagogical methods and assessment strategies in social studies education at the elementary level. The course covers the ways and means of integrating the social sciences with emphasis upon program innovation.</td>
</tr>
<tr>
<td>EDUTL 5129 and 5130</td>
<td>Teaching and Learning of Science in Grades Pre K-3, Part I and II</td>
<td>Elements of professional practice in these courses include the knowledge and skills for teaching and learning in grades Pre K - 3, with a focus on preschool and kindergarten.</td>
</tr>
<tr>
<td>EDUTL 5137</td>
<td>Teaching and Learning of Social Studies Grades PreK-3</td>
<td>Elements of professional practice include the use of interesting and effective social studies content knowledge, cultural understandings, and pedagogies for the early childhood learner within global contexts.</td>
</tr>
<tr>
<td>EDUTL 5173</td>
<td>Family Participation in Middle Childhood School Programs</td>
<td>Elements of professional practice in this course include school programs, types of program, resources, methods, and curricula.</td>
</tr>
<tr>
<td>EDUTL 5174</td>
<td>Family Participation in Middle Childhood School Programs</td>
<td>Elements of professional practice in this course include the types of programs, resources, methods, and curricula useful in integrating families into the education process.</td>
</tr>
<tr>
<td>EDUTL 5226</td>
<td>Literacy, New Media, and Creative Pedagogies for</td>
<td>Elements of practice include active and creative approaches to literacy education (including visual</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUTL 5230</td>
<td>Language Arts Methods for Preservice Middle Childhood Teachers</td>
<td>Elements of practice include the methods for teaching middle childhood students' reading and writing. Student will explore the significance of students' interests, language, and communities to their knowledge and meaning-making of the Language Arts.</td>
</tr>
<tr>
<td>EDUTL 5270</td>
<td>Mathematics Methods for Preservice Middle Childhood Teachers</td>
<td>Elements of practice include the methods for teaching middle childhood mathematics. These methods include instruction, assessment, and learning theory to support the teaching and learning of mathematics in grades 4 through 9.</td>
</tr>
<tr>
<td>EDUTL 5275</td>
<td>Science Methods for Preservice Middle Childhood Teachers</td>
<td>Elements of practice include methods of science instruction and assessment of student learning in grades 4 through 9, with an emphasis on inquiry-based learning and formative assessment of student understanding.</td>
</tr>
<tr>
<td>EDUTL 5280</td>
<td>Social Studies Methods for Preservice Middle Childhood Teachers</td>
<td>Elements of practice include planning, teaching and assessing of student learning of social studies, emphasizes the value of using effective and diverse teaching strategies and meaningful learning activities appropriate for grades 4-9.</td>
</tr>
<tr>
<td>EDUTL 5341</td>
<td>Journalism and New Media in the 7-12 Classroom</td>
<td>Elements of practice includes methods of teaching school newspaper, yearbook, broadcast and new media in middle school or high school (grades 7-12).</td>
</tr>
<tr>
<td>EDUTL 5442</td>
<td>Teaching Reading Across the Curriculum</td>
<td>Elements of professional practice in this course include the tools needed to support the developmental reading and literacy skills for students seeking licensure in AYA (7-12), multi-age and Voc Ed programs.</td>
</tr>
<tr>
<td>EDUTL 5345</td>
<td>Teacher Inquiry &amp; Method: Writing</td>
<td>Elements of practice include understanding writing development in order to construct process-oriented approaches to writing instruction.</td>
</tr>
<tr>
<td>EDUTL 5346</td>
<td>Teacher Inquiry &amp; Methods: Literature</td>
<td>Elements of practice include developing pedagogical content knowledge for teaching.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUTL 5453</td>
<td>Critical Literacy in Content Area Classrooms</td>
<td>Teaches teachers how to provide the support many students need throughout their schooling to develop their literacy skills in content areas.</td>
</tr>
<tr>
<td>EDUTL 5468</td>
<td>Reading Foundations</td>
<td>Elements of professional practice in this course include the reading process, learning to read, social/cultural factors affecting literacy development and effective literacy instruction.</td>
</tr>
<tr>
<td>EDUTL TL 5469</td>
<td>Understanding Phonics and Its Role in Instruction</td>
<td>Designed to teach students the role of phonics knowledge in learning to read, and effective assessment and instruction.</td>
</tr>
<tr>
<td>EDUTL 5470</td>
<td>Assessment and Instruction for Struggling Readers</td>
<td>Designed to teach instructional practices and assessments that effectively address the literacy needs of struggling and at-risk readers.</td>
</tr>
<tr>
<td>EDUTL 5471</td>
<td>Clinical Practice in Treating Reading Disabilities</td>
<td>Elements of practice include the use of test materials in the diagnosis of reading disabilities; practice with remedial procedures.</td>
</tr>
<tr>
<td>EDUTL 5612 and 5613</td>
<td>Teaching of Modern Foreign Languages, Parts I and II</td>
<td>Elements of professional practice in these courses include use and preparation of instructional materials in foreign language instruction.</td>
</tr>
<tr>
<td>5614</td>
<td>Teaching of Foreign Language in the Elementary School</td>
<td>Element of practice include the skills in teaching of spoken and written foreign language on the elementary school level; construction and use of suitable materials; discussion of issues and problems, evaluation.</td>
</tr>
<tr>
<td>EDUTL 5615</td>
<td>TESOL Methods</td>
<td>Surveys the new instructional materials for intermediate and advanced TESOL classes; emphasizes the methods of teaching reading, writing, literature, and culture; methods of evaluation.</td>
</tr>
<tr>
<td>EDUTL 5711</td>
<td>Teaching Mathematics in Secondary Schools</td>
<td>Elements of professional practice in this course include pedagogical methods and assessment strategies in mathematics education at the secondary level.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUTL 5721 and 5722</td>
<td>Methods in Teaching STEM Secondary Science: I and II</td>
<td>Elements of professional practice in these courses include the principles of safe scientific inquiry through activity-based lessons for grades 7-12. Microteaching experiences offer opportunities for students to develop and present science lessons.</td>
</tr>
<tr>
<td>EDUTL 5731 and 5732</td>
<td>Teaching Technology Education, Parts 1 and 2</td>
<td>Elements of practice involve the development of lessons and units of study for technology and engineering education programs.</td>
</tr>
<tr>
<td>EDUTL 5742</td>
<td>STEM Curriculum &amp; Planning</td>
<td>Designed for prospective middle and secondary school science, technology/engineering, and mathematics teachers to acquire the knowledge, skills, and dispositions to integrate these disciplines through context, community, and culture.</td>
</tr>
<tr>
<td>EDUTL 5808 and 5809</td>
<td>Social Studies Methods Part I and II</td>
<td>Elements of professional practice in this course include pedagogical methods and assessment strategies in social studies areas at the secondary level.</td>
</tr>
</tbody>
</table>
DEPARTMENT OF EDUCATIONAL STUDIES

The proposed Department of Educational Studies will offer a Ph.D., Ed.D., M.A., and B.S.Ed. with a wide variety of specializations, many of which would benefit from clinical-track faculty members. One of the primary needs for clinical faculty in this department is connected to the principal and superintendent licensure concentrations in the Educational Administration specialization area of the M.A. and Ph.D. programs. Currently, the specialization supports two positions: Principal in Residence and Superintendent in Residence. Personnel in these positions are typically retired administrators who work in this role for a limited period of time and then rotate out. With clinical faculty positions, the Department would be able to offer a sustainable career path to working professionals, thus keeping faculty in these roles for a longer time to ensure program continuity. The clinical faculty role would be ideal for school administrators with practice-based knowledge, and it would provide an attractive career path for school administrators to contribute to educator preparation programs within the Educational Administration specialization area. In addition, the proposed Doctor of Education (Ed.D.) will, pending approval, provide a professional doctoral option for our students who are professional educators. Clinical faculty would play a pivotal role in the Ed.D. program within our College. Clinical faculty recruited to work in this area are most likely to be former or current principals and/or superintendents who will hold a license in their respective area, would likely have a Ph.D., or Ed.D. degree, and will have a minimum of five years of successful experience in a school context.

Beyond licensure programs in professional administration, there are other areas (i.e., Special Education and Career Technical) in which the roles are much like those in the Department of Teaching and Learning, where teachers in the respective licensure areas could bring authentic experiences and practical knowledge to the program. Additionally, the new Department of Educational Studies will include specializations that are not classroom-based, such as Counselor Education and Clinical Counseling, Higher Education and Student Affairs, School Psychology, and Workforce Development. Each of these has the potential to identify strong clinical faculty to share authentic work experiences and skills. They will sustain excellence in the clinical application of theory-driven practices.

Clinical faculty recruited to work in the Educational Services specializations could serve multiple roles. In the school-based areas, those recruited are most likely to be school personnel who will hold a Master’s, Ph.D., or Ed.D. degree, and will have a minimum of five years of successful experience in a school context. Clinical faculty could also be recruited to work in the areas of Clinical Counseling or Clinical Psychology, and could have a Master’s, Ph.D., Ed.D, or a terminal license such as a Licensed Professional Clinical Counselor (LPCC). Professional certifications, such as the LPCC (Licensed Professional Clinical Counselor), entail a rigorous application process, thorough curriculum, and a series of written and performance assessments that ensure comprehensive knowledge of the field. These certifications are indicators of quality for candidates. One area that is different in this unit would be the Career Technical program. The
Career Technical program has a vocational component, where teachers are often recruited from the vocational fields (e.g., business/corporate leaders; professionals with vocational skills such as home builders or HVAC professionals). In this case, some of the practical knowledge comes from those working in the field, and prospective clinical faculty would again hold the respective licenses or certificates that ensure the quality of those prospective candidates.

Listing of Courses Potentially Taught by Clinical Faculty in the Department of Educational Studies

Counselor Education

Course is part of the MA and PhD specialization in clinical counseling

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAES 7191.02</td>
<td>Internship in Clinical Mental Health Counseling</td>
<td>Course involves overseeing clinical experiences in counseling, including the interpretation of assessments.</td>
</tr>
</tbody>
</table>

Educational Administration

Courses are part of the licensure programs for school principals and superintendents and the MA, PhD, and EdD specialization in Educational Administration

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPL 6350</td>
<td>Introduction to Educational Administration</td>
<td>Elements of professional practice in this course include applying theory and research to solve the problems of schools. Focus is on the school as a social system with special emphasis on structure, politics, decision making, and quality of outcomes.</td>
</tr>
<tr>
<td>EPL 6354</td>
<td>Collective Bargaining and Contract Administration in Education</td>
<td>Covers collective bargaining function in educational organizations, and the laws and practices related to public policy issues including governmental authority, tenure, national boards, and teacher unions.</td>
</tr>
<tr>
<td>EPL 6360</td>
<td>School-Community Relations and Politics</td>
<td>Elements of professional practice in this course include communicating effectively with the stakeholders within the community, engaging the community as a partner in supporting student</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EPL 6362</td>
<td>Strategic Human Capital Management in P-12 Administration</td>
<td>Includes examining the application of laws, policies, and practices related to the effective management of human capital in P-12 education.</td>
</tr>
<tr>
<td>EPL 6372</td>
<td>Educational Technology Leadership and Administration</td>
<td>Elements of professional practice in this course includes exploring the uses of technology in schools, and providing school leaders with the knowledge and skills to design, develop, and evaluate technology initiatives in educational organizations.</td>
</tr>
<tr>
<td>EPL 7189.30</td>
<td>Planned School District Field Experience</td>
<td>Applying knowledge in standards-based fieldwork, planned cooperatively by the licensure adviser and the school district.</td>
</tr>
<tr>
<td>EPL 7350</td>
<td>Educational Leadership, Learning and Teaching: Early Childhood</td>
<td>Applies theory from classroom management, motivation, learning, and teaching to leadership in elementary education.</td>
</tr>
<tr>
<td>EPL 7351</td>
<td>Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence, and Adulthood</td>
<td>Elements of professional practice in this course include applying theory from classroom management, motivation, learning, and teaching to leadership in secondary education.</td>
</tr>
<tr>
<td>EPL 7356</td>
<td>Instructional Leadership and Supervision</td>
<td>Elements of professional practice in this course include leading faculty and other stakeholders in developing a school vision, mission, and statement of goals, and building a school culture oriented toward continuous improvement and professional growth.</td>
</tr>
<tr>
<td>EPL 7368</td>
<td>Educational Facilities Planning</td>
<td>Includes developing the knowledge, dispositions, and skills needed to oversee the planning, design, and building of educational facilities; and establishing the facilities as community space.</td>
</tr>
<tr>
<td>EPL 8316</td>
<td>School Business Operations Management</td>
<td>Includes fiscal planning, budget construction, and appropriation measures.</td>
</tr>
</tbody>
</table>
## Higher Education and Student Affairs

Courses are part of the MA specialization in the area of student affairs.

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPL 7510</td>
<td>Introduction to Student Affairs</td>
<td>This is a survey course that introduces students to the profession and administration of student affairs. Elements of practice include functional areas, core competencies, diversity of institutional types and student populations, organizing and managing programs and services and contemporary issues in student affairs.</td>
</tr>
<tr>
<td>EPL 7530</td>
<td>The Practicum</td>
<td>This is professional internship course in which students analyze the issues of practice that emerge in the field.</td>
</tr>
<tr>
<td>EPL 7518</td>
<td>Group Interventions in Higher Education</td>
<td>This course addresses the design and facilitation of group interventions with specific emphasis on group dynamics, program development, and managing groups and organizations.</td>
</tr>
<tr>
<td>EPL 7545</td>
<td>Case Studies in Higher Education</td>
<td>This is a capstone course in the HESA master’s specialization that enables the application of student knowledge of theoretical and scholarly research to contemporary practice in higher education and student affairs. A case analysis approach is utilized to emphasize application of theories to practice.</td>
</tr>
<tr>
<td>EPL 7558</td>
<td>Service-learning</td>
<td>This course engages students in the practice of service-learning, including navigating community partnerships, advising undergraduate students, and designing reflection.</td>
</tr>
<tr>
<td>EPL 8593</td>
<td>Internship in Higher Education</td>
<td>This is a professional internship course that accompanies study abroad experiences such as the Lancaster England practicum or the Wuhan China practicum.</td>
</tr>
</tbody>
</table>

## Leadership Course Cluster (Higher Education and Student Affairs)

Courses are part of the minor in Leadership Studies

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EPL 1570</td>
<td>Team and Organizational Leadership</td>
<td>The emphasis in this course is on how professional leaders work in teams and groups. Course topics include ethical leadership, the relational leadership model, understanding organizations, building community, leader renewal, strategies for change, effective communication, and celebrating success.</td>
</tr>
<tr>
<td>EPL 2575</td>
<td>Student Organization Leadership Training</td>
<td>This course is intended to enhance training programs for student organization leaders by providing an opportunity to take a course that provides leadership skills and concepts and helps student apply those concepts to their work in a specific organization.</td>
</tr>
<tr>
<td>EPL 2576</td>
<td>Leadership for Resident Advisors</td>
<td>This course is specifically designed for resident advisors who work in residence life. It is taught by residence hall staff and focuses on applying leadership skills and concepts to working as a resident advisor.</td>
</tr>
<tr>
<td>EPL 2577</td>
<td>Leadership and Inter-Group Dialogue</td>
<td>Elements of professional practice in this course include multicultural competency and understanding within student organizations.</td>
</tr>
<tr>
<td>EPL 2571</td>
<td>Leadership in Community Service</td>
<td>Elements of practice include the skills and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, responsible, and active community involvement and leadership.</td>
</tr>
<tr>
<td>EPL 2572</td>
<td>Introduction to Leadership Development in Learning Organizations</td>
<td>This course is an introduction to professional leadership and followership that focuses on self-awareness, analysis of leadership styles and strengths, decision making, interpersonal communication, and leadership challenges as they relate to educational organizations. Emphasis is on skill-building and practical application of leadership.</td>
</tr>
<tr>
<td>EPL 3573</td>
<td>Theories of Leadership in Learning Organizations</td>
<td>The focus of this course is on particular opportunities and challenges that exist in understanding leadership development in a complex and changing world. Course topics include culture and leadership, multicultural competencies, diversity and leadership training.</td>
</tr>
</tbody>
</table>
leadership styles in various communities (global perspective) and refining leadership in new contexts.

### School Psychology

Courses are part of the MA and PhD specialization in School Psychology

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAES 7191.01</td>
<td>Internship in School Counseling</td>
<td>Clinical experiences guided by practicing school psychologists. Includes the teaching and interpretation of assessments.</td>
</tr>
<tr>
<td>PAES 8189.63</td>
<td>Field Experience in School Psychology</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education

Courses are part of the undergraduate major in Special Education

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAES 4191.10</td>
<td>Student Teaching in Special Education</td>
<td>Student teaching experience in classrooms under supervision of qualified special education teachers.</td>
</tr>
</tbody>
</table>

### Workforce Development and Education

Courses are part of the undergraduate major in Technical Education and Training

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAES 5189.03</td>
<td>Career and Technical Education</td>
<td>Clinical field experiences and student teaching experiences under the supervision qualified mentors.</td>
</tr>
<tr>
<td>PAES 5189.04</td>
<td>Clinical Field Experience I</td>
<td></td>
</tr>
<tr>
<td>PAES 5189.04</td>
<td>Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>PAES 5189.04</td>
<td>Clinical Field Experience II</td>
<td></td>
</tr>
<tr>
<td>PAES 5668</td>
<td>Career and Technical Education Capstone</td>
<td></td>
</tr>
<tr>
<td>PAES 5784</td>
<td>Student Teaching in Business Education</td>
<td></td>
</tr>
<tr>
<td>PAES 5633</td>
<td>Instructional Strategies for Career based Intervention Programs</td>
<td>Elements of practice include the preparation and delivery of lessons, placement and follow-up of students in Career-Based Intervention programs.</td>
</tr>
<tr>
<td>PAES 5655</td>
<td>Coordination of Work-Based Learning for Career and</td>
<td>Elements of practice include strategies for the development of work-based learning programs in</td>
</tr>
<tr>
<td>Technical Education</td>
<td>career and technical education programs.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PAES 5677</td>
<td>New Career and Technical Education Teacher Clinic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of practice include the development of basic cognitive and performance skills for new career and technical education teachers.</td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF HUMAN SCIENCES

The proposed Department of Human Sciences will contain programs in Consumer Sciences, Human Nutrition, Human Development and Family Science, and Kinesiology. In some areas, like physical education teacher education, which leads to a B.S.Ed., the roles are again much like those in the Department of Teaching and Learning, where teachers in the respective licensure areas bring real-word experience, practical knowledge, and clinical skill to the education programs. A clinical faculty member in exercise science could have a traditional terminal degree such as those mentioned above, or could hold board certification by the American Society of Exercise Physiologists (ASEP) and teach classes in the Exercise Science Education undergraduate major or the Health and Exercise specialization of the Master of Science in Kinesiology. This professional certification, like the LPCC, entails rigorous assessments that ensure comprehensive knowledge of the field and thus qualifies as an indicator of quality and expertise.

Within Consumer Sciences, four areas were identified where the expertise of practitioners from the corporate world add authentic knowledge and experience to the overall program. These four areas include the undergraduate majors in Hospitality Management, Fashion and Retail Studies, Consumer and Financial Services, and Consumer Sciences. In these areas, people who are successfully running restaurants, hotels, or providing other consumer services, could add invaluable insight for our students as they enter these areas of corporate practice. Prospective clinical faculty could hold a Master’s, or Ph.D. in their respective area of expertise, but could also hold a professional certification in finance (i.e. Certified Financial Planner) or in the corporate/retail context (i.e. Hotel or Restaurant Owner/Manager). As in other professional areas, certifications entail a series of written and performance assessments that ensure comprehensive knowledge of the field, and are indicators of quality for candidates holding these professional licenses.

Within Human Nutrition, faculty provided four sample courses from the Didactic Program in Dietetics, which is a specialization in the Human Nutrition undergraduate major leading to the Bachelor of Science in Nutrition. These courses have are a part of the clinical nutrition program, which also includes internships and a dietetics seminar. Nutrition practitioners in a variety of corporate and public settings would add practical knowledge and experience to the program, and would provide networking and applied research opportunities for our faculty and our students. The primary need for clinical faculty in the Human Nutrition is in the area of Dietetics, therefore, qualifications would again include a Master’s or Ph.D. in nutrition, and/or would have the professional certification of a Registered Dietitian (RD).

Listing of Courses Potentially Taught by Clinical Faculty in the
Department of Human Sciences

Human Nutrition
Courses are part of the Human Nutrition Major, Didactic Program in Dietetics

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN 2314</td>
<td>Fundamentals of Food</td>
<td>Elements of professional practice in the course includes the practical laboratory component in food processing and preparation to 1) understand and describe the chemical and physical interactions of food components during preparation and processing, 2) to recognize the tradeoffs made when one food/ food component is substituted for another, 3) to learn the economic principles involved in meal management to make more informed purchase decisions regarding food.</td>
</tr>
<tr>
<td>HN 4189</td>
<td>Professional Experience in Human Nutrition</td>
<td>This focus of this course is professional practice in the field of human nutrition. The instructor coordinates the placement of students in the field experiences.</td>
</tr>
<tr>
<td>HN 4596</td>
<td>Dietetics Seminar</td>
<td>This course introduces students to many aspects of professional practice. These include advanced professional development issues in dietetics: Leadership, marketing, research, continuing education, licensure, and preparation for dietetic internship.</td>
</tr>
<tr>
<td>HN 5611 and 5612</td>
<td>Medical Nutrition Therapy 1 and Medical Nutrition Therapy 2</td>
<td>This course sequence is based on professional practice in the area of clinical nutrition including the role of medical nutrition therapy in the treatment of established chronic diseases with emphasis on the biochemical and physiological rationale for dietary modifications.</td>
</tr>
</tbody>
</table>

Kinesiology

Courses are part of the undergraduate major in Exercise Science Education

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAES 4191.01</td>
<td>Internship: Elementary Physical Education</td>
<td>Student teaching experience course under the supervision qualified mentors.</td>
</tr>
<tr>
<td>PAES 4191.02</td>
<td>Internship: Secondary Physical Education</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PAES 4490</td>
<td>Graded Exercise Testing</td>
<td>Elements of practice include assessment methods in exercise science. Practical experiences in the development of aerobic training programs and fitness evaluation for a variety of adult and youth populations.</td>
</tr>
<tr>
<td>PAES 5491</td>
<td>Body Composition Evaluation</td>
<td>Elements of practice include the assessment and interpretation of body composition for a variety of adult, youth and special populations.</td>
</tr>
<tr>
<td>PAES 5492</td>
<td>Muscular Strength and Anaerobic Power Testing</td>
<td>Elements of practice include assessment of muscular and anaerobic status.</td>
</tr>
<tr>
<td>PAES 5493</td>
<td>Fitness Program Development and Evaluation: Older Adult Exercise Prescription</td>
<td>Elements of practice include the assessment, development, delivery, and evaluation in the area of individualized fitness and wellness programs.</td>
</tr>
<tr>
<td>PAES 5191.23</td>
<td>Internship in Health and Exercise Science</td>
<td>Professional internship under the supervision of qualified professionals.</td>
</tr>
<tr>
<td>PAES 5661.01</td>
<td>Beginning Exercise Physiology Laboratory</td>
<td>Applied laboratories involving the evaluation of physical fitness for creating and monitoring exercise and health plans, the teaching and interpretation of assessments and measurements, the application of exercise techniques, monitoring exercise effects on the human body.</td>
</tr>
<tr>
<td>PAES 5661.02</td>
<td>Intermediate Labs in Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>PAES 5661.03</td>
<td>Advanced Labs in Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>PAES 5685</td>
<td>Adult Exercise Programming-Implementation</td>
<td>Elements of practice include the implementation of fitness programs for adults.</td>
</tr>
<tr>
<td>PAES 5686</td>
<td>Advanced Exercise Training and Evaluation for Prevention and Rehabilitation</td>
<td>Elements of practice explored include the interrelationship between different disease conditions and physical activity, exercise training, and exercise program implementation.</td>
</tr>
<tr>
<td>7714</td>
<td>Advanced Physiology of Exercise</td>
<td>Applied laboratory involving the evaluation of physical fitness for creating and monitoring exercise and health plans, the teaching and interpretation of assessments and measurements, the application of exercise techniques, monitoring exercise effects on the human body.</td>
</tr>
</tbody>
</table>
Consumer and Family Financial Services

Courses are part of the undergraduate major in Consumer and Family Financial Services

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS: CFFS 3260</td>
<td>Family Financial Management: Theory &amp; Practice</td>
<td>Course includes practical applications of theory to the field of personal financial planning.</td>
</tr>
<tr>
<td>CS: CFFS 4260</td>
<td>Family Tax Planning</td>
<td>The course will involve the insight from the personal tax practitioner using “real world” cases in personal income taxation planning is the goal of the course.</td>
</tr>
<tr>
<td>CS: CFFS 4270</td>
<td>Retirement Planning &amp; Employee Benefits</td>
<td>Elements of practice include retirement planning professional using “real world” cases in retirement and employee benefit planning.</td>
</tr>
<tr>
<td>CS: CFFS 4280</td>
<td>Intergenerational Resource Management</td>
<td>Elements of professional practice include the essentials of estate planning.</td>
</tr>
</tbody>
</table>

Consumer Science

Courses are part of the undergraduate majors in CFFS, FSN RTS, and HSPMG

<table>
<thead>
<tr>
<th>ConSci 3910</th>
<th>Consumer Service and Satisfaction</th>
<th>Elements of professional practice include multichannel delivery of products and services; the co-creation of value, experience and satisfaction; and technology’s impact on service delivery and e-interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ConSci 2990</td>
<td>Professional Development</td>
<td>Elements of practice include the internship and job search process, networking, involvement in professional organizations and continued development.</td>
</tr>
<tr>
<td>ConSci 3191</td>
<td>Internship</td>
<td>Supervised practical experience at a department approved internship site.</td>
</tr>
</tbody>
</table>
Fashion and Retail Studies

Courses are part of the undergraduate major in Fashion and Retail Studies

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS:FSN RTS 2370</td>
<td>Aesthetics of Fashion &amp; Retailing</td>
<td>Elements of practice include software (Photoshop) use in branding and store retail environments. Important for experience to be current.</td>
</tr>
<tr>
<td>CS:FSN RTS 2371</td>
<td>Textiles</td>
<td>Elements of practice include selection of textiles to meet end use requirements (fiber, fabric construction, finishes, etc.)</td>
</tr>
<tr>
<td>CS:FSN RTS 2373</td>
<td>Business of Fashion &amp; Retailing</td>
<td>Elements of practice include PLM software (Product Lifecycle Management) as it pertains to all aspects of current industry practice.</td>
</tr>
<tr>
<td>CS:FSN RTS 3471</td>
<td>Textile Product Quality</td>
<td>Elements of practice include assessment and assurance of textile product quality apparel; product testing lab experiences; use of PLM in product quality specification.</td>
</tr>
<tr>
<td>CS:FSN RTS 3470</td>
<td>Apparel Product Design and Branding</td>
<td>Elements of practice include 5 different software programs used in apparel product development &amp; marketing.</td>
</tr>
<tr>
<td>CS: FSN RTS 3474</td>
<td>Fashion Forecasting</td>
<td>Elements of practice include trend forecasting practices in fashion industry.</td>
</tr>
<tr>
<td>CS:FSN RTS 4575</td>
<td>Retail Environments</td>
<td>Elements of practice include consideration of different store layouts, window and in-store displays, online presentation that is useful to those involved in the visual merchandising of products.</td>
</tr>
<tr>
<td>CS:FSN RTS</td>
<td>Product Data Mgt &amp; Apparel Product Development</td>
<td>Elements of practice include 5 or more software programs used in product development, detailed</td>
</tr>
<tr>
<td>4570</td>
<td>industry production specifications and technical packages.</td>
<td></td>
</tr>
<tr>
<td>4577</td>
<td>Elements of practice include image management; integrating market communications, media, and promotions in fashion industry.</td>
<td></td>
</tr>
</tbody>
</table>

Hospitality Management

Courses are part of the undergraduate major in Hospitality Management

<table>
<thead>
<tr>
<th>Sem #</th>
<th>Semester Course Name</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS: HSPM 2610</td>
<td>Beverage Management</td>
<td>Elements of professional practice in this course include: ServSafe Alcohol certification exam; Equipment Planning and usage, Purchasing, Receiving, Storage, and Inventory Alcohol and related items; Setup and management of bar and beverage service.</td>
</tr>
<tr>
<td>CS: HSPM 2700</td>
<td>Principles of Food Production Management</td>
<td>Elements of professional practice in this course include: Food Sanitation practices; Safety in kitchens and Restaurants; Selection and identification and proper use of Tools and Equipment; Proper technique and preparation of culinary foods; Food Production Skills and Techniques.</td>
</tr>
<tr>
<td>CS: HSPM 2710</td>
<td>Principles of Food Production Management Laboratory</td>
<td>Elements of professional practice in this course include: Practical hands on application of skills taught in CS HSPM 2700 in Commercial kitchen setting.</td>
</tr>
<tr>
<td>CS: HSPM 3700</td>
<td>Controlling Food, Beverage, and Labor Costs</td>
<td>Elements of professional practice in this course include: Cost control and analysis of financial concepts as applied to foodservice cost control; Management procedures and practices as applied to Food, Beverage, and Labor Costs.</td>
</tr>
<tr>
<td>CS: HSPM 3720</td>
<td>Food Service Systems</td>
<td>Elements of professional practice in this course include: Purchasing, production, food safety, sanitation and customer service, operation management, training and supervision in a Food Service environment.</td>
</tr>
<tr>
<td>CS: HSPMG 3730</td>
<td>Food Service Systems Laboratory</td>
<td>Elements of professional practice in this course include: Practical hands on application of skills taught in CS HSPMG 3720 in Commercial kitchen setting.</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CS: HSPMG 4600</td>
<td>Special Events Planning and Management</td>
<td>Elements of professional practice in this course include: Techniques and procedures required for producing successful events of all types including effective procurement, organization, and implementation of event aspects.</td>
</tr>
<tr>
<td>CS: HSPMG 4710</td>
<td>Foodservice Facilities Design</td>
<td>Elements of professional practice in this course include: organization of the foodservice system, the selection of equipment, layout of the foodservice establishment, and the management of the facility.</td>
</tr>
<tr>
<td>CS: HSPMG 4800</td>
<td>Hotel Systems</td>
<td>Elements of professional practice in this course include: Purchasing, Financial reporting, safety, customer service, operation management, training and supervision in a Hotel and Lodging environment.</td>
</tr>
<tr>
<td>CS: HSPMG 4810</td>
<td>Hotel Systems Laboratory</td>
<td>Elements of professional practice in this course include: Practical hands on application of skills taught in CS HSPMG 4800 in Commercial kitchen setting.</td>
</tr>
</tbody>
</table>